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ABSTRACT

This annual report discusses the work of the Grassroots Educare Trust to provide economic and technical assistance to 177 preschool communities throughout Western Cape Province in South Africa, with a heavy emphasis on those in poor, black-populated areas. After messages from the chairman of the board of trustees and the director, the report is divided into eight main sections. Section 1 examines the provision of educare (preschools) in urban areas, outlining the administration, infrastructure, education, health care, and nutrition standards in various urban preschools. Section 2 provides similar information on educare in rural areas. Section 3 discusses home-based educare programs under way and in the planning stages. Section 4 reviews training programs conducted in 1991 and 1992 in the areas of primary health, first aid, organization, and finances. Section 5 highlights some of the resources that the trust has at its disposal, including its resource center, Adventure Bus program, publications and displays, and preschool shop. Section 6 discusses the current status of educare throughout South Africa, while section 7 examines the differences in the state's subsidies for the education and care of white, colored, and black children under apartheid. Section 8 reports on the internal workings of the Grassroots organization, including administration, personnel, fundraising, and finances. Numerous black and white photographs illustrate the text. (MDM)

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ANNUAL REPORT 1992

GRASSROOTS 20 YEARS ON

Grassroots Educare Trust
Grassroots Adult Education and Training Trust

335A Klipfontein Road, Silvertown, Athlone, 7764, South Africa
P O Box 38055, Gatesville, 7764, South Africa – Phone: (021) 638-3111 Fax: (021) 637-3011
Fundraising number: 088000470009

Statement of Commitment

Grassroots Educare Trust believes it is the right and responsibility of every community to take charge of the educare of their preschool children. Therefore, community control of preschool educare is the cornerstone of our philosophy.

This, together with our commitment to the process of participatory learning which incorporates the learner's values and experiences, is our commitment to people's education.

To fulfil these commitments, Grassroots works towards

- the development of leadership and organisation skills to focus the energy, resources and skills of communities around projects they own
- providing adult education and training in the field of preschool educare
- the provision of appropriate centre and home-based educare for children
- parent education programmes aimed to equip parents with the skills they need in their role as children's prime educators
- transforming the system of education and care for young children so that they may enjoy the rights to which they are entitled

- a unitary integrated education system without the inequities caused by the separation of people and services.

Grassroots is committed to a democratic South Africa in which all people effectively have equal access to the educational, political, judicial, social and economic benefits of the country and in which all forms of exploitation and discrimination are eradicated.

Grassroots' norms and values are printed on page 68.

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Contents

BOARD OF TRUSTEES 5

CHAIRMAN'S MESSAGE 6

REPORT OF THE DIRECTOR 7

PROVISION: URBAN AREAS 10

- Overview: The project development model 10
- Area Reports: Cape Flats/Mitchells Plain 14
  - Langa/Guguletu/KTC 16
  - Khayelitsha Proper 17
  - Khayelitsha Sites and Villages 18
  - Nyanga/Crossroads 18
- New projects 19

PROVISION: RURAL AREAS 22

- Overview: Rural challenges 22
- Area Reports: Boland East 25
  - Boland West 26
  - Olifants River 27
  - Overberg/Helderberg 28
  - West Coast 29
- The Rural Context: Rose's Story 31

HOME EDUCARE 32

TRAINING IN THE DEVELOPMENT CONTEXT 35

- Educare Training: 35
  - Educare Training in 1991 35
  - Educare Training in 1992: The urban debate 36
    - The rural areas 37
    - Primary health and first aid workshops 38
- Organisational Development Training: 40
  - Community Organisation Training 40
  - Financial Training 41

RESOURCES 42

- Overview 42
- Resource Centre 44
- Adventure Bus 46
- Media 47
- Preschool Shop 48

THE NATIONAL SCENE 50

FUNDING EDUCARE PROVISION 54

- Bridging fund campaign 54
- State funding 55

GRASSROOTS INTERNAL SERVICES 59

- Administration 59
- Personnel 60
- Fundraising 62
- Finances 63

DONORS 66

INFORMATION SCHEDULE 67

NORMS AND VALUES 68

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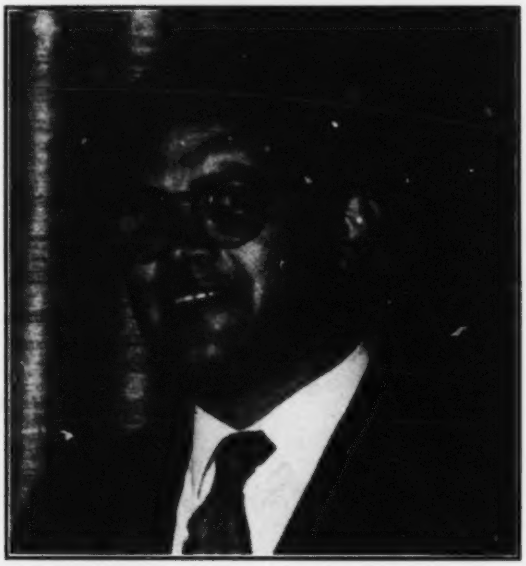
His Worship the Mayor of Cape Town	Patron-in-Chief

Note: Finance, Educare and Personnel refer to sub-committees on which members of the executive serve.

Chairman's Message

Your Board of Trustees is happy to be able to present this 1992 Annual Report.

As our name implies, Grassroots as an organisation finds its meaning, first and last, on the ground, in and among the communities it serves. All success - every shred of research, community participation, the national network, staff development, funders' contributions - all is lost unless these joint efforts empower people on the ground. And the judge of all our activity will be that tender root, the CHILD.



The director and staff of Grassroots in their hive of activity, looking simultaneously inward and outward, continually search for new and creative ways of meeting this challenge. Their striving reflects the pain of becoming, and that pain is the resonance of the pain that is in all of us as a society in search of a meaningful co-existence.

But each time a child is fed or made to feel secure, or a community of persons rediscover their joint capacity to care for the young, the joy at Grassroots consumes that pain, and recreates it into new energies to deal with fresh pains, again to encounter new experiences of lives made meaningful through the agency of Grassroots operating at grassroots level.

Throughout the world, and not least in South Africa, there can surely be no other cause worthier of support than that field in which Grassroots plays a part. As chairman I want to thank the director and staff and the communities with which they work for never losing courage; our funders for their important contributions; and fellow members of the Board for wise counsel in times of seeking direction. Grassroots is engaged in some of the finest service that one person can offer another.

I conclude with words from Erich Fromm ("Beyond the chains of illusion"):

"I believe that education means to acquaint the young with the best heritage of the human race. But while much of this heritage is expressed in words, it is effective only if these words become reality in the person of the teacher and in the practice and structure of society. Only the idea which has materialised in the flesh can influence man; the idea which remains a word only changes words."

I believe this Annual Report testifies to this goal.

CARL LOTTER
Chairman, Board of Trustees

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Report of the Director

[redacted]

[redacted]

No one at Grassroots is ever quite sure whether to date our birth from 1968 when Jean Ridge had the idea of Project Grassroots, or from 1972 when we were constituted as a Trust. We are inclined to be legalistic and accept 1972 as our birthday, and that makes us twenty this year. Whether one attains one's majority at 18 or 21 is another moot point - but all in all we feel we are out of adolescence, and some of its tumult, and into young adulthood.

Demonstrating a model

Our last report appeared shortly after the official opening of our new building in May 1991. What a pleasure it is to work in the heart of the constituency we serve; to see people enjoying the facilities the building offers; and to have 'space to think'.

In August 1991 the foundation stone of the adjacent 'model' Genesis Educare Project was laid and it was up and open by the beginning of 1992.

Hanging in its foyer is a framed statement of what we at Grassroots mean by 'model':

"This serves as a demonstration of a model educare centre. We believe a centre like this is the best way of meeting the needs of three to six year old children of working parents. The needs of babies up to age three, when both parents are working, are met in Genesis' home educare programme.

The Genesis educare project can reach out too, through other less costly programmes, to meet the important needs of the children whose mothers are at home.

The centre is designed with an open plan play space which meets the needs of the curriculum **and** serves as a meeting place for parents."

'Model' for us also means that the project is fully controlled by the local - in this case Silvertown - community.

It is a privilege to work with the committee and staff of the Genesis Educare Centre - led by Vic Rooza and Elaine Burger respectively.

Growing up

Owning two buildings, after twenty years of tenancy, has given us an additional sense of responsibility. This, together with the sense of coming of age, seemed double reason for taking stock. Once we'd moved in and settled down, we decided to pause and reflect on where we've come from and where we are going.

Grassroots started as a small trust to promote - together with the unions - preschool educare for the children of workers in Cape Town as part of a broader campaign to address poverty in the city.

In 1974, we had three employees. At the time of publication of this report, we employ 60 people (two of them on a part-time consultancy basis). In 1974, we worked directly with three preschool projects and Mitchells Plain did not exist. In 1980 we were working directly with two black African preschool projects and Khayelitsha did not exist. Today we work directly with 177 preschool communities throughout the Western Cape, 46 in black African communities.

During the eighties we resisted all suggestions that we should 'go national', but our national work became increasingly important to us. So much so, that during this last year I was invited by Liberty Life Education Foundation to set up a national 'institute' to help strengthen the organisational capacity of educare agencies, and community organisations with educare as part of their agenda. The idea continued to evolve through ongoing consultation with educare agencies, key people in the education field, and with our own board and staff. Increasingly, the advice - which has been taken - was not to establish an independent organisation but rather to build the proposed work of the 'institute' into the existing infrastructure of Grassroots. More of that next year!

The Research and Development section: (right to left) Eric Atmore, Ursula Evans, Daniel Plaatjies, Sue Poulsom and Roz Witbooi.

Building on self-evaluation

It was time to ask questions about the effectiveness of our fieldwork, the appropriateness of our training packages and the efficiency of our support base. We were involved in two external evaluations which helped us clarify our thinking around these matters *(see page 35)*.

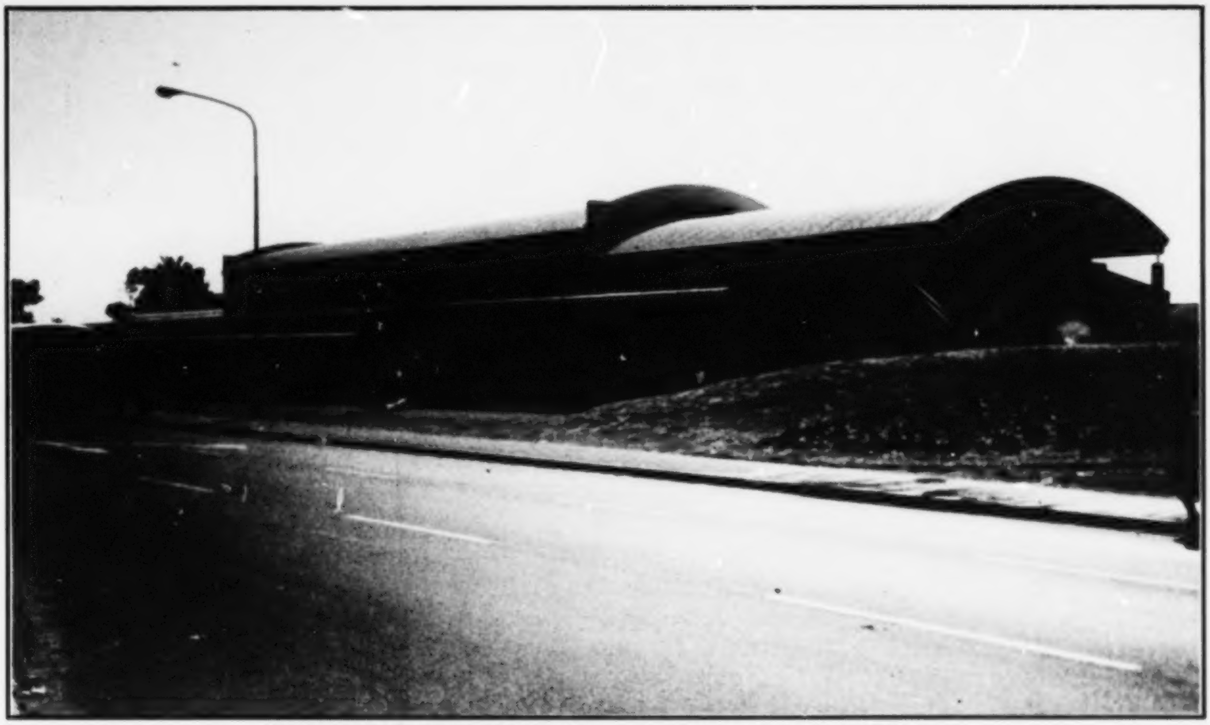
We also decided to undertake an externally facilitated self-evaluation. The entire field team and management retreated for a week to Wellington with the Community Development Resource Association. The aim was to think about our model, our structure and our organisational culture, so that we could rise to the challenges of the 1990s.

We discussed the balance that had to be kept between the priorities of urban and rural field work and the priorities of national work, and the most productive division of labour between these two priorities. We reaffirmed that our input at national level should be based on the communicated experiences of those doing the agency's centrally important field work which we saw needed far more support, and that national policy and resource development must be firmly based on the needs and knowledge which can only flow from our practice in our constituency.

A major initiative this year has been the establishment of our research and development section, consisting of research, evaluation, curriculum development and the national desk *(see photograph above)*. This falls outside the reporting period and is therefore not covered.

Field strategy

We consciously reaffirmed our commitment to working effectively with people in the most oppressed, most disempowered and most resource-poor communities. This means an absolute priority is assisting our constituency to find reliable and on-going sources of funding for running costs *(see page 54)*. We have



GRASSROOTS EDUCARE TRUST — Our building on Klipfontein Road.

actively taken up the fight for access to state funding, using this process as the engine for practical organisational development.

We reaffirmed the importance of improving our balance in another direction, by emphasising our developmental approach, in which we focus on the facilitation of the community's capacity to develop autonomous educare projects. In other words, our emphasis is on holistic project development based on expressed needs, which we then meet to the best of our ability.

We have also been re-evaluating our training curricula and methodologies *(see training, page 35)* to make sure thatour training is firmly in the context in which educare projects find themselves *(see the food subsidy, page 57)*. We are even more convinced that training without the essential follow-up is of short-term value.

Strengthening the organisation

At Grassroots, we needed to strengthen structures which support these commitments. We also needed to continue to develop ourselves as agency workers so that we are better able to facilitate the development of the people with whom we work.

Grassroots is a large complex organisation with a long history. It is committed to a democratic way of working in a country in which none of us have much lived experience of democratic culture. Many of us have inevitably found this period of change difficult, but we have also found that we could learn a great deal from the processes we set in motion.

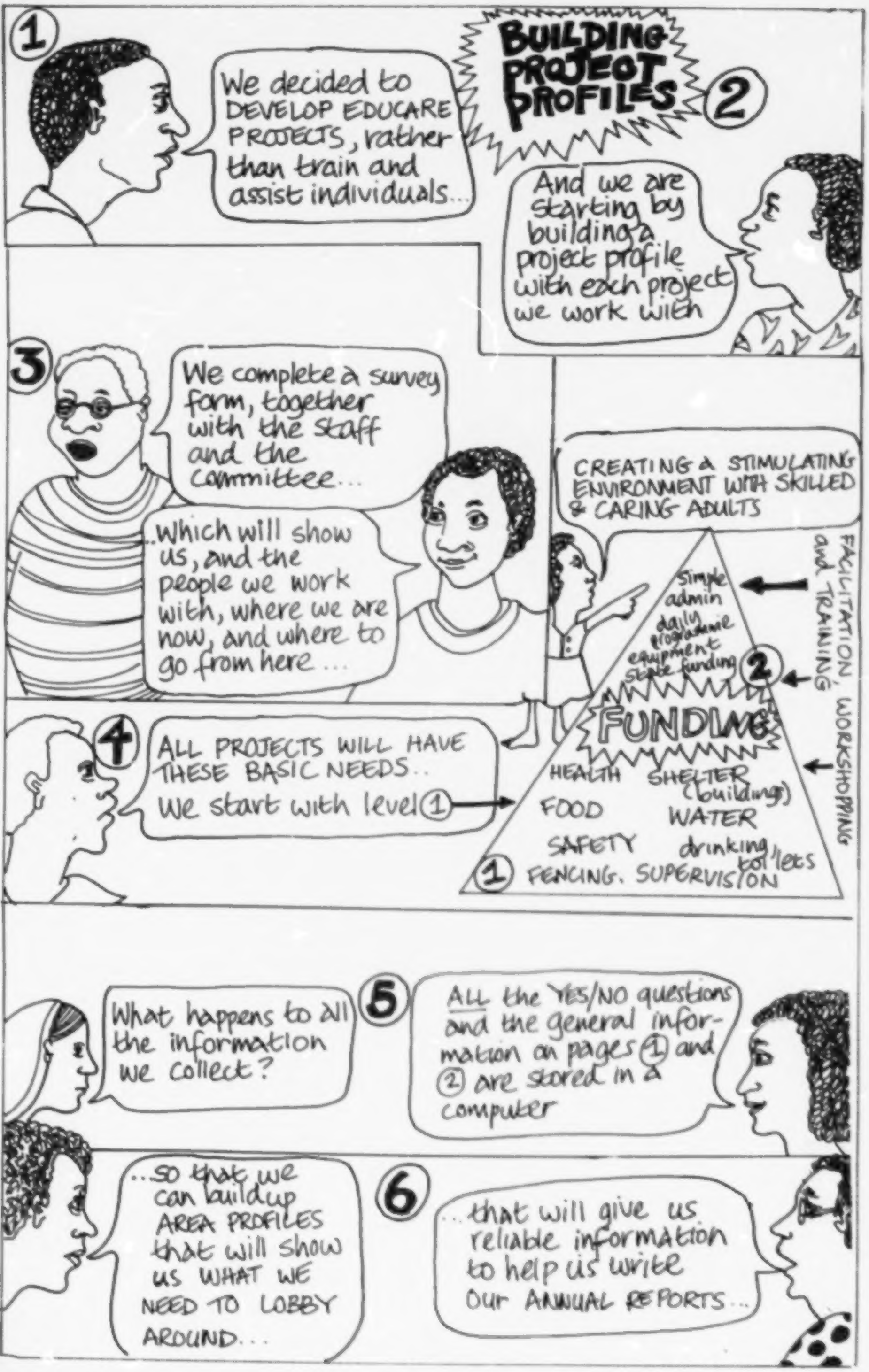
Finally, even more than usual this report reflects processes rather than firm positions. With this in mind we have tried to make the report as up-to-date as possible rather than stick rigidly to cut-off points. We believe its deliberately discursive style will give you an intimate insight into the processes of our agency in transition - a microcosm of our society in transition.

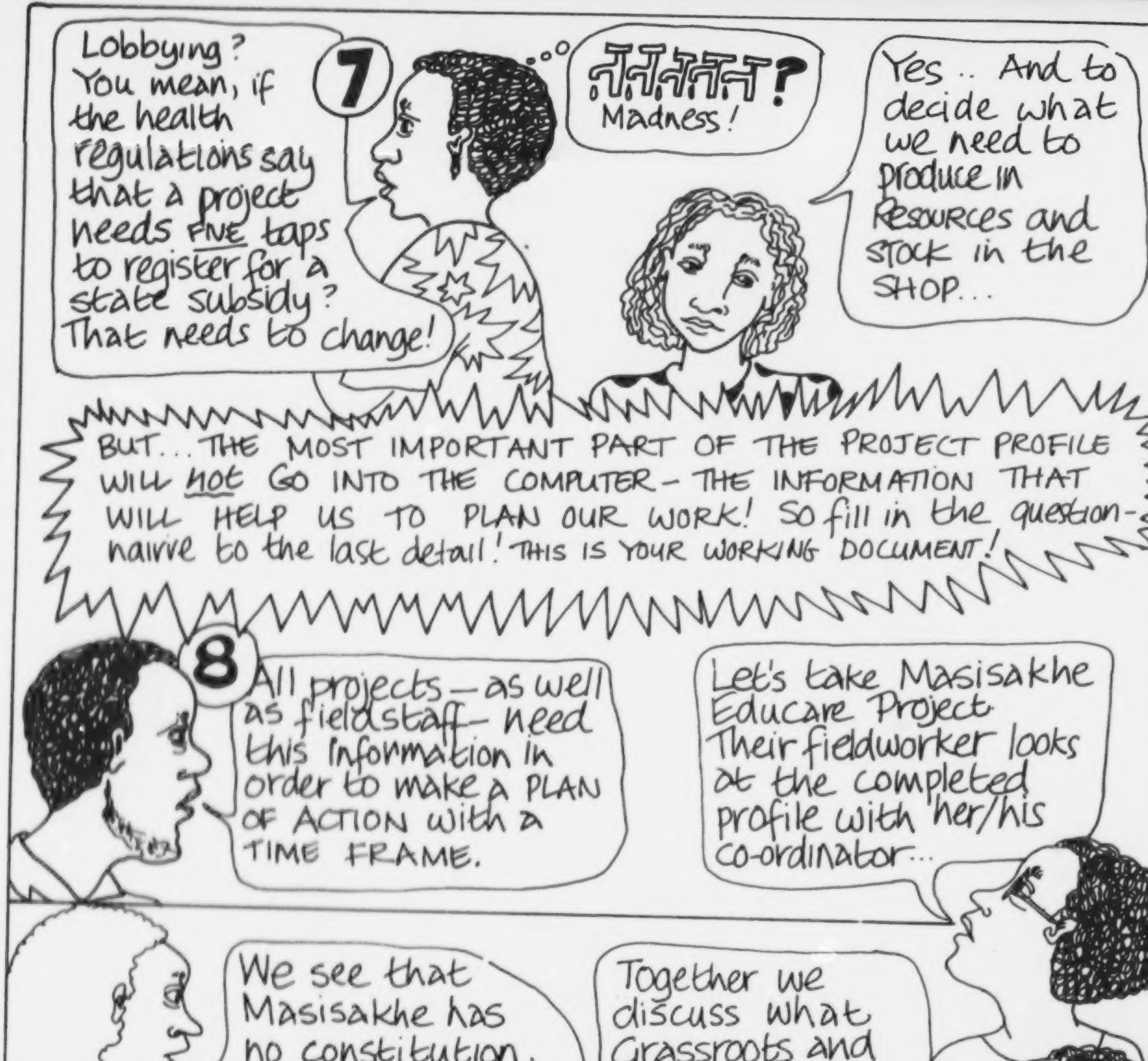
JINNY RICKARDS
Director

Provision: Urban Areas

OVERVIEW: THE PROJECT DEVELOPMENT MODEL

In January 1992 the urban field-work team threw themselves straight into the Project Profile exercise. A cartoon we used as a staff development tool for this exercise explains what this process was:


①
We decided to DEVELOP EDUCARE PROJECTS, rather than train and assist individuals...
BUILDING PROJECT PROFILES
②
And we are starting by building a project profile with each project we work with
③
We complete a survey form, together with the staff and the committee...
..Which will show us, and the people we work with, where we are now, and where to go from here ...
CREATING A STIMULATING ENVIRONMENT WITH SKILLED & CARING ADULTS
FACILITATION, WORKSHOPPING and TRAINING
simple admin
daily programme
equipment
state funding
②
FUNDING
HEALTH
SHELTER (buildings)
FOOD
WATER
SAFETY
drinking
toilets
① FENCING. SUPERVISION
④
ALL PROJECTS WILL HAVE THESE BASIC NEEDS..
We start with level①
⑤
What happens to all the information we collect?
ALL the YES/NO questions and the general information on pages ① and ② are stored in a computer
⑥
...so that we can buildup AREA PROFILES that will show us WHAT WE NEED TO LOBBY AROUND...
...that will give us reliable information to help us write our ANNUAL REPORTS...


7
Lobbying? You mean, if the health regulations say that a project needs FIVE taps to register for a state subsidy? That needs to change!
ЯЯЯЯЯЯЯ? Madness!
Yes .. And to decide what we need to produce in Resources and stock in the SHOP...
BUT... THE MOST IMPORTANT PART OF THE PROJECT PROFILE WILL NOT GO INTO THE COMPUTER - THE INFORMATION THAT WILL HELP US TO PLAN OUR WORK! So fill in the questionnaire to the last detail! THIS IS YOUR WORKING DOCUMENT!
8
All projects - as well as fieldstaff - need this information in order to make a PLAN OF ACTION with a TIME FRAME.
Let's take Masisakhe Educare Project. Their fieldworker looks at the completed profile with her/his co-ordinator...
9
We see that Masisakhe has no constitution, no bank account, very little equipment, no fence, and exists only on small fees from parents... The staff has had no training...
Together we discuss what Grassroots and other agencies are able to offer...
And we workout a strategy for the first community meeting...
In the meeting, the Field Worker negotiates A PLAN OF ACTION with a realistic TIME FRAME with the project...
...And brings it back to Grassroots for support and management.

This very detailed survey was conducted in 84 urban projects with which we have been working in five geographic areas:

- Cape Flats and Mitchells Plain
- Crossroads/Nyanga
- Khayelitsha (Sites and Villages)
- Khayelitsha Proper
- Langa/Guguletu/KTC

Debbie Budlender of the Community Agency for Social Enquiry helped us to design a data base programme so the information could be computerised. This gives us the ability to extract detailed specific information on request.

In addition to the information being entered into the data base, the Grassroots community educare developers who conducted the survey analyze and weigh the data for each project under four headings:

- administration and funding
- nutrition, health and safety
- infrastructure (premises and equipment)
- education.

Projects in categories

On the basis of this analysis, we divide the projects into categories "A", "B", "C" and "D" *(see table page 21)*:

Nosiseko Educare in Khayelitsha. One of the category B projects that we work with.

A **"category A"** project typically has neither funding nor administration. The children experience health problems, there is a lack of regular nutritious food, a dire shortage of resources and equipment, and few or no trained educare staff. Of the 21 urban "A" category projects 10 to 15 started receiving Grassroots services in the last year, and the rest have been working with Grassroots for two or more years.

Category **"B" projects** have a functioning committee and some funding, there is a supply of food, there are regular visits from the clinic, and some staff have educare training or orientation.

A category **"C" project** has all of this, and is registered with a local or provincial authority.

A category **"D" project** is functioning well, provides an education component, and needs only occasional consultancy work with an agency.

"A" and "B" category projects are our primary target. Our consolidated urban profile shows that we are working with 52 "A" and "B" projects. In addition there are many new applications for assistance from projects in the geographic areas of greatest need, most of which are likely to be "A" or "B" projects.

Field strategy

Our field work strategy is based on the outcome of the project profile. In the past our field team had two components: "community workers" and "educare trainers", who worked in pairs in geographic areas. The community workers and the educare trainers implemented different "packages" (committee development and educare training respectively) of Grassroots services in educare projects. As a team, they faced the problem of dual accountability to the community work and educare training managers.

Now we have a single team of community educare developers who work in an area in pairs with flexible roles, depending on their skills and the needs of the projects, though there is still specialisation, particularly with regard to training. Their overall task is to develop with the project and its committee a plan of action based on project needs for

- nutrition, health and safety
- finance
- development of infrastructure and resources
- child and adult education programmes.

Training is an important part of the action plan, which may be centralised, area- or project-based. Follow-up of training is done in the project itself.

Training context

The urban profile analysis has established not only the development needs of these projects but has also made the context of our training clearer.

We know, for example, that the people we train have little formal education and so their numeracy and literacy skills are weak; this helps us to design appropriate and accessible training materials *(see training report, page 35).* We also understand that the lack of resources of the "A" and "B" projects means that our educare training approach has to be modified in these projects, and appropriate methodology must be used.

Common problems

These project profiles, area analyses and the plans of action developed with projects help us to focus on exactly what we at Grassroots need to do in order to assist project development most effectively.

At the six-monthly evaluation of the urban team's work, several areas of concern which were common to almost all our urban work emerged. These were:

STAFF: Staff commitment and motivation in projects is very low, partly as a result of poor and often irregular salaries and non-existent staff benefits. For these reasons, there is high staff turnover, aggravated by the absence of proper recruitment procedures. This influences child/teacher ratios with grave consequences for the quality of the programme. There are often inter-personal problems among the staff, often as a result of poor information flow from the principal to the staff. Part of this is due to the lack of staff meetings and job descriptions. Principals are often absent from the projects, as they are "shopping" at educare agencies for resources and for ways to solve their problems.

Discussion has brought consensus on tactics for handling these issues:

- the staff should **all** be seen as workers in the project
- the principal should set the tone by training and supervision and should have understanding of how a project develops
- staff development should be for all staff in the project, not just the principal
- staff members should be encouraged to network and participate in other bodies (eg United Pre-school Association) to canvass early childhood educare issues.

CHILDREN: There is competition for children between projects, which need the extra fees that more children bring in. Attendance drops according to parents' abilities to pay fees. Children are often taken out of projects during holidays, or are moved from project to project when their parents cannot meet the arrears in fees. Children's needs are often not addressed because of problems among the staff. The urban team felt these issues should be raised at principals' forums.

FUNDING: Projects desperately need funds in order to meet running costs (including salaries), building needs or equipment needs.

COMMITTEES: While Grassroots' policy is to promote community control, projects are often controlled by bodies or people not elected by the community. They may be controlled by principals, or they might be "family affairs", or be run as businesses. The issue of accountability of the project to the community is a central one, and the urban team is debating this intensively.

Where there are executive committees, they are often beset by problems of low commitment and motivation, and by problems related to levels of skill and experience.

The team has reached the following consensus points:

- there is an important role for committees in projects
- before being elected, potential committee members should be exposed to discussions or workshops on the role of the committee
- each project should aim at having an administrator
- the staff should be encouraged to attend committee meetings
- one staff member (in a position of authority) should undergo training in working with groups
- there should be regular follow-up and support by community educare developers.

AREA REPORTS[1]

CAPE FLATS/MITCHELLS PLAIN

URBAN COMMUNITY EDUCARE DEVELOPERS (CEDs) **See opposite page for names.**

Cheryl Borgches and Raymond Schuller have been working in this area. [2]

There are 15 project staff who have had no training at all. There are people who have completed Grassroots advanced training, and who need support and follow-up. We have been concentrating on these two groups. In 1991, 10 people from the Cape Flats area completed advanced educare training, and 13 did basic educare training. In Mitchells Plain, three people did basic educare and three people did advanced educare training last year.

Issues that need to be worked through with principals are consistency in daily programme, principals' reports to excos, management skills, evaluation and staff assessment skills, interpersonal relations, administration skills and staff meetings.

There are 11 projects which need first aid training - we are working on how to meet this need.

The food subsidy is being given to four projects in this area, and there are two more who need the money.

---

[1] The tables under each urban area report reflect GETCET advanced and basic trainees who graduated in 1991, and people who did the orientation workshops *(see page 36)*. Some projects in which training was done are not reflected in these grids as Grassroots no longer works with them, but those trainees have been included in the total-number of trainees reflected *on page 36*.

New projects are those which are newly-established, those with which Grassroots has not previously worked and those with whom we are currently re-evaluating our relationship. Numbers of children do not include those in home educare. Where there are home educare projects in an area, they are noted at the bottom of each table. Home educare statistics are also reflected in a table *on page 33*.

[2] For the bulk of the reporting period this area comprised Cape Flats and Mitchells Plain. During 1992 it was separated into two areas, reflected in the tables.

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URBAN COMMUNITY EDUCARE DEVELOPERS

Inset: Indira Baijnath

Back row, left to right: Harold Coetzee, Raymond Schuller.

Middle row, left to right: Margeret Shoko, Cheryl Borgches, Eleanor Kuhn, Mzunani Sonto, Rukea Shaik, Isabel Small, Thumeka Lugalo, Doris Simani.

Front row: Pearl Makamo (UWC student), Lynette Maart, Boitumelo Mphane (UWC student), Sue Bailie, Mbulelo Notshulwana.

MITCHELLS PLAIN

Name of project	No of children	Category	GET educare training	Org/Fin training	GET Funding
Audreys, Rocklands	10	B		FT	
Beacon Valley, Beacon Valley	42	C	Advanced (1)	FT	
Beaconridge, Beacon Valley	48	C	Basic (1)		
Gerhards, Strandfontein	40	B	Advanced (2)		
Greyville, Beacon Valley	25	C		FT	
Lentegeur, Lentegeur	80	D		FT	
Little People, Beacon Valley	50	B	Basic (1) Orientation (2)		
Rocklands, Rocklands	130	D		FT	
Sharon's, Rocklands	10	B	Basic (1)		
Vicky's, Beacon Valley	17	B	Orientation (1)		
10 projects	452	A = 0 B = 5 C = 3 D = 2	Basic = 3 Advanced = 3 Orientation = 3		

Note: Beaconridge has a home educare project accommodating 36 children, and Rocklands has a project with 42 children.

CAPE FLATS

Name of project	No of children	Category	GET educare training	Org/Fin training	GET Funding
Church of Christ, Silvertown	120	C	Basic (3)		
Genesis, Silvertown	102	D	Basic (1) Advanced (2)	FT	
Florida Moravian, Ravensmead	80	D	Advanced (2)		
Future World, Eerste River	120	D	Advanced (1)		
Harmony, Grassy Park	134	B		FT	
Kalk Bay, Kalk Bay	35	C	Basic (1)		
Northpine, Northpine	150	D	Basic (4)		
Peter Pan, Cape Town	48	D	Advanced (2)		
Sasmeer, Retreat	150	C	Advanced (1)		
Sunrise, Ocean View	65	B	Advanced (1)		
Village Tods, Maitland	60	C	Advanced (1)	FT	
Wavecrest, Hout Bay	75	D	Basic (1)	FT	
12 projects	1139	A = 0 B = 2 C = 4 D = 6	Basic = 10 Advanced = 10		

Note: Genesis has an extra 30 children in its home educare project, while Harmony has 35.

KEY FOR ABBREVIATIONS USED IN URBAN AND RURAL TABLES

Abbreviation	Meaning
GET	Grassroots Educare Trust
Org	Organisation
Fin	Financial
FT	Financial Training
COT	Community Organisational Training
Equip	Equipment grant
Op costs	Grant for operating costs
Build	Grant for building upgrade

Note: For the urban tables, the categories "A,B,C,D" are explained on *page 21.*

LANGA/GUGULETU/KTC

Doris Simani and Mzunani Sonto are working with 16 projects in this area.

Most of the projects are established and several have a business flavour - the question of serving the community is less understood. The basic aim is to make money. This causes daily, weekly and monthly changing of staff, which makes training difficult. The government has ignored educare needs, especially in black areas, so people are left on their own to meet the need for educare projects in their areas. The lives of projects thus rest in the hands of those who start them. This encourages individual ownership, as opposed to community control.

Preschool agencies are therefore grappling with carefully and steadily bringing projects to understanding community control. This is being done while the agencies themselves are fighting with the powers that be for recognition of the importance of this field. Field workers have a responsibility to see that staff, committee and parent meetings are in operation.

LANGA / GUGULETU / KTC

Name of project	No of children	Category	GET educare training	Org/Fin training	GET Funding
Adelaide, Tambo Square	40	A		FT COT	
Adolf Hartman, Guguletu	80	B	Advanced (1)		
Dora Tamana, Guguletu	56	A			
Jonguluntu, Langa	78	B	Advanced (1) Orientation (1)	FT	Equip Op costs
Lukhanyo, KTC	69	A		COT	Op costs
Nonkululeko, Guguletu	45	A	Orientation (1)		
Noluthando, Langa	48	B	Orientation (1)	FT	
Nomfundo, Langa	68	B		FT COT	Op costs
Nompumelelo, Guguletu	40	B	Basic (1) Advanced (1)		
Noxolo, Guguletu	50	A			Op costs
Phakamisa, Guguletu	34	B	Basic (1)	FT	Op costs
St Cyprians, Langa	65	A	Basic (1)		
St Mary Magdalene, Guguletu	80	B	Advanced (1)	FT	Op costs
Sithandiwe, KTC	78	A		FT COT	
Uluntu, Guguletu	200	D	Advanced (2)	FT	Equip
Xolani, Guguletu	40	A			
16 projects	1071	A = 8 B = 7 C = 0 D = 1	Basic = 3 Advanced = 6 Orientation = 3		

Note: There is one street committee home educare project in this area (Nolukhanyo) with 102 children.

As a pair we have succeeded in establishing executive committees in four projects and are reviving exco activities in 11, with three new projects about to be drawn into this process. We ran workshops on constitutions, the importance of holding meetings, finances and other aspects of running projects. Principals' meetings helped a lot in this regard.

Six people did advanced educare training in this area, and three did basic educare. This year we are doing first aid and nutrition training courses, and projects are also doing financial training.

KHAYELITSHA "PROPER"

Community educare developers in this area are Harold Coetzee and Thumeka Lugalo, who are providing direct project development to seven educare projects, and responding to other educare projects' requests for advice and ideas on aspects of educare.

In 1991 we concentrated on workshops in individual projects on issues such as meetings and meeting procedure, interpersonal relationships between committees and teachers and constitutions. Two people did the basic educare training course.

KHAYELITSHA PROPER

Name of project	No of children	Category	GET educare training	Org/Fin training	GET funding
Baphumelele, Z section	76	B	Basic (1) Orientation (3)	FT COT	Op costs
Lusizo, E section	25	B	Basic (1)	FT COT	Op costs
Luthando, Town 2	97	A	Orientation (1)	FT COT	Op costs
Nokwakha, Ekuphumleni	45	B		FT COT	
Nomphumelele, A section	36	B		FT COT	Op costs
Sizizamele, A section	70	B		FT COT	Op costs
Thandulwazi, B section	33	B		FT COT	Op costs
7 projects	382	A = 1 B = 6 C = 0 D = 0	Basic = 2 Orientation = 4		

Note: Baphumelele has a home educare project with 48 children, and Luthando's home educare project has 36 children. There are also two street committee home educare projects in the area - Emthunzini with 84 children and Nofesile with 108 children - *see page*. 33)

We started our work in 1992 by assessing the needs of these projects through the project profile. After completing the profile, meetings were arranged with staff members and their parent committees to find ways to deal with the needs. Regular staff meetings were introduced where we focused on the training of teachers and ways to support each other in their work. Job descriptions were also adapted to the specific needs of each particular project. Staff employment procedures, whereby the committee and principal evaluate the suitability and skills of applicants, were also discussed. Committee meetings - an area that needs more attention - focused on the role of parents in their children's educare and the financial aspects of the project eg budgets and the writing of fundraising proposals.

With our assistance, the educare projects obtained a food aid subsidy from the state *(see page 57)* which will ensure that they will be able to provide nutritious food to the children daily. The implementation of the food subsidy was preceded by a nutrition workshop to provide cooks and principals with knowledge and skills to ensure that the community gets maximum benefit from the programme.

We arranged with the teachers of the projects a week-long practical guidance session on health and safety in projects. In a follow-up session, we hope to engage the parents in the health and safety of children at home.

The financial position of projects is still unstable, although almost all of the projects receive a per capita subsidy from the Cape Provincial Administration. We hope to concentrate on fundraising during September/October 1992, preceded by a workshop and individual follow-up on financial training and accountability.

We discussed the question of daily activities within the projects. There is a problem around grouping of children - often the projects are overstaffed, or there are not enough children to make the project viable. Factors influencing this are high unemployment, and that projects are a place where jobs are created.

KHAYELITSHA SITES AND VILLAGES

Margaret Shoko is working with eight projects in this area.

Six projects are in the "A" category and two are "B" category projects. Most of the projects in this area operate in shacks or prefabs, while one project operates from a brick building which used to be offices. A particular problem in working in this area is the poor road network.

Four people have done basic educare training in this area, and six people attended the educare orientation course. Overall, 12 people need orientation and basic training, one needs advanced training and two home visitors need training. Phase one of Grassroots financial training has been done *(see page 41)*, but phase two is needed. Dates have been set for first aid training. Training for executive committees is also an urgent need.

KHAYELITSHA SITES AND VILLAGES

Name of project	No of children	Category	GET educare training	Org/Fin training	GET Funding
Lukhanyo, Emakaya	189	A	Orientation (2)	FT	
Masizahke I, Site B	54	A		FT	
Masizahke II, Site B	58	A		FT	
Nomvuso, Site B	64	A	Basic (1)	FT	Op costs
Nosiseko, Site B	141	B	Basic (2)	FT	Op costs
Tembani, Tembani Village	75	B	Basic (1) Orientation (1)	FT	
Thembilihle Site C	61	A	Orientation (2)	FT	
Vukukhanye, Site C	35	A	Orientation (1)	FT	
8 projects	677	A = 6 B = 2 C = 0 D = 0	Basic = 4 Orientation = 6		

Note: There are two home educare projects in the area, Masizahke 1 with 55 children and Nosiseko with 48 children.

Eight projects have undergone financial training, and eight attended our food subsidy workshops.

There are two home educare projects in the area - one has eight and one 10 homes each.

NYANGA/CROSSROADS

Community educare developers in this area are currently Lynette Maart (who worked alone in the area in 1991) and Sue Bailie.

Projects needed input on administration, financial and committee training and refresher educare training. Work was started with projects to obtain CPA funding, and four were registered and presently receive the subsidy. Organisational training was done in 14 projects, focusing on funding, budgets and constitutions. A financial training course was conducted for 28 people from 14 projects. There were also two CSCUPA (now the United Preschool Association) consultation meetings.

In 1992 the area has functioned as a pilot area. For example, the first aid and health course *(see page 38)* was given its first trial in this area, and will be implemented in other areas after adaptation based on evaluating the pilot exercise. It will also be the first area in which modular area-based training is done. Sue Bailie talked to the principal and members of staff in each of the projects in the area after having observed each project. From the needs expressed, a modular levels-based training strategy was negotiated at a principals' forum in the area and nego-

NYANGA/CROSSROADS

Name of project	No of children	Category	GET educare training	Org/Fin training	GET Funding
Cebolomzi, Millers Camp	85	A	Basic (1) Orientation (1)	FT COT	
Crossroads, Old Crossroads	85	C	Orientation (1)	FT COT	
Emkhondweni, New Crossroads	120	B	Advanced (2)	FT COT	
Eyethu, New Crossroads	156	C	Basic (1) Orientation (1)	FT COT	Op costs
Injongo Zethu, Nyanga East	20	B	Orientation (1)	FT COT	
Ivy Nyovane, Nyanga East	70	C	Orientation (1)	FT COT	
Masizahke, New Crossroads	20	A		FT COT	
Masizahke, Mpinga Square	40	A	Orientation (2)	FT COT	
Nolufefe, Browns's Farm	30	A	Basic (1) Orientation (3)	FT COT	Op costs
Sakhile, Nyanga East	65	B	Basic (1) Advanced (1)	FT COT	Equip Op costs
Sakhumzi, Mpetha Square	46	A	Orientation (2)	FT COT	
Sinethemba, Old Crossroads	40	A	Orientation (3)	FT COT	
Thembelihle, Nyanga East	20	B		FT COT	
Vulamehlo, Nyanga East	55	B	Basic (2)	FT COT	Equip Op costs Build
14 projects	852	A = 6 B = 5 C = 3 D = 0	Basic = 6 Advanced = 3 Orientation = 15		

Note: Eyethu has a home educare project with 36 children.

tiated with staff. Integral to this training is intensive follow-up and on-going evaluation of the training programme. Evaluation is based on observation in context *(see page 36)*.

We also set up a monthly area-based principals' forum, where the needs of principals are addressed. Some of the issues dealt with have been the filling in of CPA forms, UIF, food networking, educare training and the Adventure Bus programme. The content of the health and first aid workshops was generated here. We have to take into account that the principals are the authority figures in the projects, and unless we work with them and gain their co-operation, our work will fail. We are aware of the need for sharing of information in projects and are addressing this.

In order to ensure the best possible use of the funds from the state's food aid subsidy, we have piloted nutrition, food preparation and menu planning workshops, as well as workshops around ordering and petty cash usage. We have found that there has to be lots of follow-up, and the giving of information needs to be staggered - the sums of money involved are often overwhelming to projects, and they have found bulk ordering of food quite difficult.

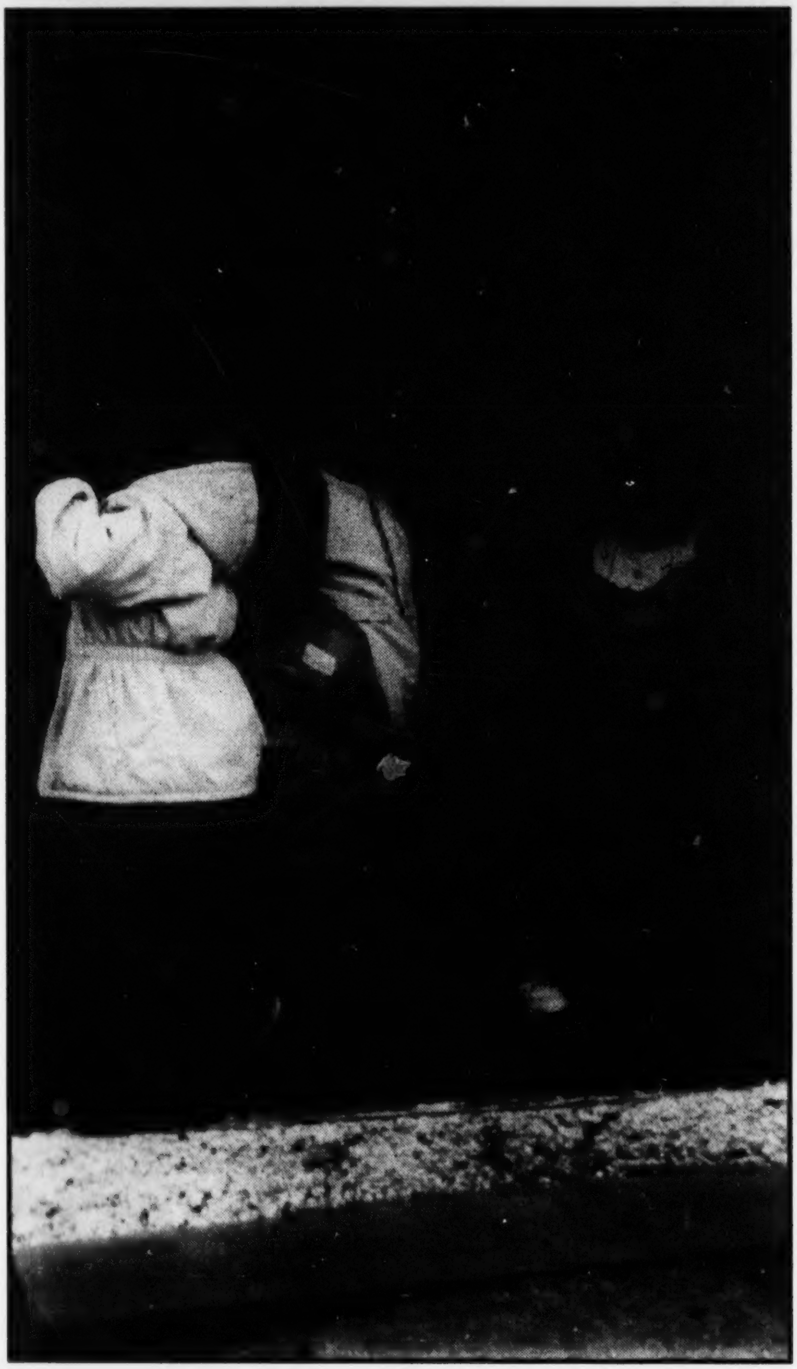
From the KTC relief fund we obtained R6 000 each for three projects. The money is to be used for equipment, but making equipment secure once it is in the project is also a problem. Training will need to be done around the use and maintenance of this equipment.

NEW PROJECTS

Mbulelo Notshulwana assessed 36 new projects from Kensington to Macassar which had applied to Grassroots for assistance.

From March to June I visited them all and found that six were no longer viable (because of closure, or very small numbers of children) and that nine should be referred to our Resource Centre for services but should not receive other services. In remaining 21, I identified the following patterns:

- Their hours are long - some are open from 5.30am to 7.30pm.
- Fees vary from R15 to R45 a month. There is an 80% collection rate on average.
- The salary structure varies from R150 to R450 per month - of those assessed, the staff of six projects said they were not sure if they would be paid at the end of the month.
- Ninety-five percent of the projects are in the principal's home or in her backyard; there is little security.
- Enrolment figures range from 22 to 309 - often there are too many staff members.
- Children's ages vary from 0 - 7.
- Especially in Khayelitsha, primary school teachers are reluctant to take children if they have never been to an educare project.
- Overall, they are asking for training for excos and staff.
- They are looking for funding for equipment and operating costs.
- Because of financial uncertainty, the principals especially are often on the road fundraising.



- The economic conditions imposed by the apartheid regime generate an atmosphere of hopelessness.

We have restructured the urban team and have created new community educare developer posts to be able to serve these projects.

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PROJECT PROFILE CATEGORIES

CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D
Health and nutrition			
- no/little contact with the clinic - food supply/menu problematic - no/very little supply in first aid box - lack of first aid training	**Has in place** - contact with and regular visits from the clinic - a constant food supply - a first aid box and knows how to use it	**Has in place** - all of category B	**Has in place** All of category B & C and training. May need specialist advice or consultancy on any matter concerning educare or the running of the project
Administration			
- no constitution - no stamp/letterhead - no bank account - no attendance register - very little or no funding - a working group only/no committee - no registration with CPA - no budget	**Has in place** - functioning committee with a constitution - bank account - letterhead/stamp - attendance register - simple set of books (FT)	**Has in place** - All of category B, and also - proper bookkeeping system - reconciliation - financial statements - auditing - current account - state funding	**Has in place** All of category B & C, as well as - job descriptions - staff contracts - staff benefits
Infrastructure			
- small venue with large numbers of children - no or little kitchen/ indoor and outdoor equipment - no/inadequate toilet facilities - inadequate water supply - inadequate infrastructure	**Has worked on raising funds for** - kitchen, indoor and outdoor equipment or improvised - structure - adequate toilet & water facilities - fencing	**Has in place** - all of category B and - adequate equipment to support and enrich educare programme	**Has in place** - all of category B and C
Educare			
- child teacher ratio problematic - no or very little staff training - no or sometimes functioning daily programme	- working on the child teacher ratio - some staff training (orientation, childminding) - daily programme functions sometimes	- child teacher ratio in place - 50% of staff have basic training - daily programme functioning	- all of category C - plus advanced educare training, and training in management and leadership skills for at least the principal, and some senior staff.

Rural Areas

OVERVIEW

An interview with Ismail Isaacs, rural co-ordinator

Grassroots first began to work in the rural areas in 1984, when it moved into the West Coast. Currently we have a team of 10 Grassroots staff members serving an area which stretches from Vredendal and Calvinia in the north to Atlantis in the south-west and to Struisbaai on the south-east coast.

Rural challenges

One of the main problems facing people who live in rural areas is the question of seasonal labour. On the West Coast, it is the fishing industry and in the Boland it is fruit farming. For educare projects this means that at certain times of the year income from fees drops, and children are taken out of projects because parents are moving around in search of work or because they can no longer pay. On the West Coast, and in Atlantis especially, a number of factories have closed down, causing unemployment figures to rise.

Another problem is the lack of infrastructure. Where the towns are bigger - like Paarl and Worcester - there are factories and there is some work. But in the smaller towns, the men move around all the time seeking work from town to town. This impacts on households. There is also poor public transport - the only towns that have commuter trains to Cape Town are Wellington and those in the Helderberg area. For the rest, people are dependent on buses or minibus taxis, which are expensive.

Other organisations working in the area

There are other educare agencies working in the rural areas, but their involvement varies from area to area. ELRU is active in the Overberg and Helderberg; FCW works in three towns in the Boland West area and in one project on the West Coast. Child Welfare is active in infrastructural development - in setting up buildings - in the Overberg, Helderberg and, to a lesser degree, Boland West. Vumani has input, but usually through Grassroots workshops. There is a lot of church involvement. World Vision is also active in a funding capacity.

Preschool associations

Through the Independent Development Trust (IDT) consultation process, preschool associations have developed in five rural areas. These associations are consolidating themselves into the Western Cape Rural Association of Preschools. Grassroots has been instrumental in developing all this.

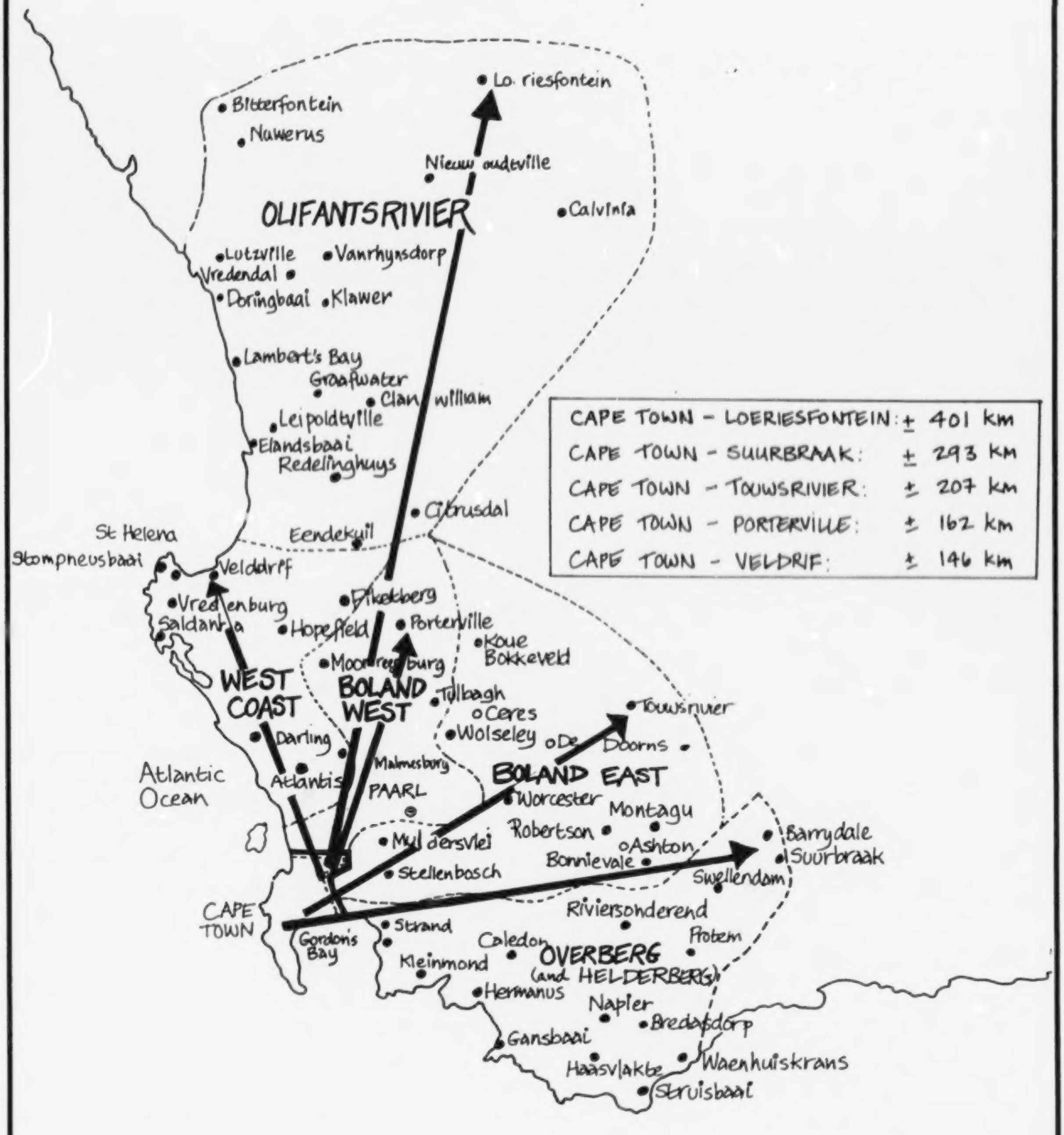
Decentralisation

The area we work in is vast, and transport and the maintenance of vehicles is a major concern for the rural team. We have decided to go for a more decentralised approach, essentially for practical and economic reasons, and to be more accessible to the community. We have set up an office in Paarl which is a much bigger operation than our previous base. It includes a locally-based person for administration, and will also house a small resource centre.

Establishing boundaries

We are in the process of establishing how far to go in our rural work. This means a new approach in the Olifants River region, where we are concluding our training programme now. We are now looking at facilitating an infrastructure which would enable people in the area to operate an independent educare agency. This might mean that Grassroots will train and develop

RURAL AREAS OUTREACH



Loriesfontein
Bitterfontein
Nuwerus
Nieuwoudtville
OLIFANTSRIVIER
Calvinia
Lutzville
Vanrhynsdorp
Vredendal
Doringbaai
Klawer
Lambert's Bay
Graafwater
Clanwilliam
Leipoldtville
Elandsbaai
Redelinghuys
Citrusdal
Eendekuil
St Helena
Stompneusbaai
Velddrif
Vredenburg
Saldanha
Piketberg
Hopefield
Porterville
Koue Bokkeveld
Moorreesburg
WEST COAST
BOLAND WEST
Tulbagh
Ceres
Touwsrivier
Darling
Wolseley
De Doorns
Atlantic Ocean
Atlantis
Malmesbury
PAARL
BOLAND EAST
Worcester
Montagu
Robertson
Muldersvlei
Ashton
Barrydale
Suurbraak
Bonnievale
Stellenbosch
Swellendam
CAPE TOWN
Riviersonderend
Strand
Gordon's Bay
Caledon
Protem
OVERBERG (and HELDERBERG)
Kleinmond
Hermanus
Napier
Bredasdorp
Gansbaai
Haasvlakte
Waenhuiskrans
Struisbaai

CAPE TOWN - LOERIESFONTEIN:	± 401 km
CAPE TOWN - SUURBRAAK:	± 293 km
CAPE TOWN - TOUWSRIVIER:	± 207 km
CAPE TOWN - PORTERVILLE:	± 162 km
CAPE TOWN - VELDRIF:	± 146 km

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their agency workers, and that Grassroots might continue to offer specialist training to educare projects. We are engaged in a range of meetings to discuss the options.

Rural Team (Paarl office): Shamsoonisa Makda, Terrance November, June Canham, Marie Abrahams, Lydia Padiachy. Inset: Elizabeth van Leeve.

Farm educare and literacy training initiative

We had a request to assist directly with training for people wanting to run educare projects on farms. The request came about through our relationships with the Food and Allied Workers' Union (Fawu), the Rural Foundation and the Friends of the Fruit Farmers (who are linked to Unifruco, the board for fruit farming), as well as a number of independent farmers. We need to develop training programmes to accommodate their different needs, especially the problem of literacy. One way to go might be to train "barefoot" trainers who would be housed in local communities. Grassroots would assist with the training and how to do follow-up.

The community educare developer/specialist debate

Our CEDs operate as partners in an area, one with a leaning to community development and one with a leaning to educare training. The team has two specialists - one for educare training and one for financial training. There is no specialist for Community Organisation Training (COT). In the urban team, they see Organisational Training as integral to the relationship of the community educare developer with the educare project. But in the rural areas we have a high proportion of projects which have a contractual relationship with other organisations, and for these people we believe we should offer COT as a separate component. Development work can only be done in these projects through COT as the entry point.

Looking back

Seven years ago there was very little stirring here. The only way to measure progress is to look at overall conscientisation. There has been a tremendous surge of people becoming involved in educare initiatives like the United Preschool Association (UPA) meetings which were part of the IDT process, and in general gatherings. This has been the impact of our work. In Zwelethemba there was only one educare project - now there are four, all started by people from the original project. This has been the pattern in other towns too.

Funding and the state

Funders need to understand the way in which the state works. The mechanism is one of political hegemony - it instils fear in communities about what will happen if they do not comply with the regulations. Funders think the IDT and food subsidy money will resolve problems - they are wrong. For instance the IDT money will only give 1.9c per severely disadvantaged child per day.[3] Unions must also become involved to put pressure on the bosses to release money to preschool educare.

AREA REPORTS[4]

BOLAND EAST

June Canham and Similo Nongwe have been working in this area, which has Worcester as its central town and includes Stellenbosch, De Doorns, Ceres, Wolseley, Robertson, Ashton, Bonnievale, Touws River and Montagu.

Most of our "clients" in this area are workers on fruit farms, which means they only have employment for part of the year. In most cases, the fees at educare projects are very low.

Almost all the projects in this area are now receiving a subsidy from the state - a year ago 95% of the black projects were not getting subsidy at all. Projects have done Community Organisation Training and have also done workshops on how to draw up a budget and how to apply to funders. We found the projects implemented this training, which does make a difference since some were successful in their funding applications.

Eleven people started the basic educare training course in 1991. Two of the trainees withdrew for personal reasons and the nine[5] remaining trainees are busy completing the course. The trainees are from Ashton, McGregor, Zwelethemba, Worcester and Groot Drakenstein.

BOLAND EAST

Name of project	No of children	Relationship		Training		GET Funding
		Developmental	Consultation	Educare	Organisational	
Alice in Wonderland, Worcester	20		Yes			Build
Anne Fredericks, Robertson	78		Yes	Advanced (incomplete)* (2)	COT/FT	
Aviat, Ceres	95		Yes		COT/FT	
Chipros, Worcester	55		Yes		COT	
Dion Adams, Ceres	130		Yes	Advanced (1)	COT/FT	
Dorinkie, De Doorns	55		Yes			
Feetjieland, Worcester	103		Yes		COT	
H M Beets, Ceres	280		Yes	Advanced (2)		
Haasdas, Worcester	71		Yes			
Heidiland, Ashton	107		Yes	Advanced (incomplete) (1)	COT/FT	
Ikhayalabantwana Robertson	50	Yes			COT/FT	
Julie Naude, Worcester	100		Yes			
Kabouterland, Montagu	91		Yes	Advanced (incomplete) (1)	COT/FT	
Kabouterland, Prince Alfred Hamlet	40	Yes		Advanced (1)	COT	
Khanyisa, Worcester	145	Yes		Basic (3)	COT/FT	
Krabbelland, Bonnievale	80		Yes			

Continued.....

* Advanced training for a group of trainees from this area was suspended in September 1991 for logistical reasons but it was resumed recently.

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3 The IDT allocation of R70 million over a period of three years (or 1 095 days) amounts to R63 927 per day. There are 3 313 049 children who are severely disadvantaged with parental income less than R666 per month. If the IDT funds were given only to these children, they would receive 1.9c per child per day.

4 The tables with each rural area report reflect the possible relationships which Grassroots has with rural projects. If we are working intensively towards the development of the project, this is reflected in the "development" column. "Consultation" reflects a relationship in which we offer occasional support and advice. Educare and organisational training are offered in both types of projects, and are reflected in the column giving details of training.

5 The table for Boland East reflects only eight trainees. The ninth is contained in the table for Boland West.

[illegible]

Name of project	No of children	Relationship		Training		GET Funding
		Developmental	Consultation	Educare	Organisational	
Maranatha, Worcester	54		Yes			
Masikhule, Worcester	72	Yes			COT	Op costs
Masiqhubeka, Worcester	110	Yes			COT/FT	
Merwida, Rawsonville	14		Yes			
Monica Grovè, Touws River	110		Yes			
Phakamani, Zolani, Worcester	89	Yes		Basic (1)	COT/FT	Build
Rhodatul Atfaal Ilan Najaag, Worcester	18		Yes	Basic (1)		
Sizisamile, Nduli, Ceres	40		Yes			
Sonnestraal, Worcester	47		Yes			
Sonstraal, Touws River	79		Yes			
Steenvliet, Touws River	75		Yes			
Tinkerbell, McGregor	38	Yes		Basic (3)	COT/FT	Build
Vrolike Vinkies, Robertson	152		Yes	Advanced (incomplete) (3)	COT/FT	
Warmbron, Montagu	117		Yes	Advanced (incomplete) (1)	COT/FT	
Wielie Walie, Wolseley	25	Yes				
Wonderland, Worcester	47		Yes			
32 projects	2567	8 projects	24 projects	Basic = 8 Advanced = 4 Advanced (incomplete) = 8		

BOLAND WEST

Shamsoonisa Makda and Anwar Shaik (replaced by Mally Isaacs after Anwar left to study in Egypt) have worked in this area, which has Paarl as its central town and encompasses Mbekweni, Wellington, Porterville and Moorreesburg.

This is a well-established area although there are four new projects which will require a lot of work. There is a need for a full-time community educare developer and a full-time trainer - in the past we had to split our time because of commitments in other areas. We also need to look at language skills as we are working in Xhosa-speaking projects.

Eleven trainees from eight projects are completing the advanced educare training course, while five trainees completed the basic educare course. We held two community organisation training sessions in the area, one in Riebeek West and one in Paarl.

We are looking at a home educare project for Mbekweni. There are many babies in this project, and home educare must happen. In general, there is a big problem with single mothers. Some years ago it was reported that Paarl has the highest rate of unmarried mothers in the world.

Some of these mothers just disappear, leaving their babies with their families, which makes already overcrowded conditions worse.

OLIFANTS RIVER

Lydia Padiachy has been working in this area, which stretches from Bitterfontein to Loeriesfontein, and from Calvinia to Citrusdal. Vredendal is the central town.

Grassroots has been working with 15 educare projects in the area. Twenty-one people graduated in basic educare, and 23 new people need training.

Predominant industries are fruit, wine and flower farms, so seasonal labour is a big problem here. There are very few work opportunities in this area, so people look for work elsewhere. This means the father is very often absent from homes, or that children are moved from town to town. For example, on one farm there is a nine-year-old boy in an educare project, and this is the first time he has been to school.

There are only three "coloured" high schools serving 13 towns. Sixty-eight percent of people suffer from TB, and health care is poor. For instance, in Wuppertal there is a visit from the clinic only once every three months, and the nearest clinic at Clanwilliam is 35 kilometres away.

[illegible]

Name of project	**No of children**	**Relationship**		**Training**		**GET Funding**
		Developmental	**Consultation**	**Educare**	**Organisational**	
Abe Maart, Paarl	60		Yes			
AM Farms, Drakenstein, Paarl	120		Yes	Basic (1) Advanced (1)		
Esterhof, Riebeek-Kasteel	77		Yes	Advanced (1)	COT/FT	Equip
Falaagh, Paarl	85		Yes		COT	
Happy Toddlers, Wellington	120		Yes		COT	
Toddlers, Paarl	100	Yes		Advanced (1)	COT	
Kabouterland, Franschhoek	40		Yes		COT/FT	
Little Stars, Wellington	96	Yes			COT	
Lollipop, Paarl	11	Yes			COT/FT	
Lollipop, Wellington	70	Yes			COT/FT	
Monwabisi, Mbekweni	54	Yes			COT	
Nomzamo, Mbekweni	105	Yes		Advanced (1)	COT/FT	Equip Build Op costs
Nonsicelo, Mbekweni	52	Yes				
Our Little People, Paarl	90		Yes			
Petite, Pniel	29		Yes	Advanced (2)	COT	
Saron, Saron	120	Yes			COT	
Semithemba, Mbekweni	20	Yes				
Shakireen, Wellington	30		Yes	Advanced (1)		
Stepping Stones, Paarl	70		Yes	Advanced (2)		
Tikkel Tokkel Porterville	35	Yes		Advanced (2)	COT	Equip
Vukukhanye, Mbekweni	206	Yes			COT/FT	
Wielie Walie, Riebeek West	64	Yes		Basic (4)	COT/FT	Equip Op costs
22 projects	1654	12 projects	10 projects	Basic = 5 Advanced = 11		

There are no other preschool agencies working in the area. The fact that there has been only one community educare developer in the area has been a problem with the great distances that have to be travelled - and even then only one-third of the area was covered. Because of this, Grassroots is considering different strategies in consultation with the community, including assisting in setting up an independent educare agency there.

[redacted]

Name of project	No of children	Relationship		Training		GET Funding
		Developmental	Consultation	Educare	Organi-sational	
Babbel & Krabbel, Citrusdal	56		Yes			
Babbel & Krabbel, Loeriesfontein	17	Yes		Basic (3)	COT	
Babbelbekkies, Ebenhaeser	23	Yes		Basic (1)	COT	
Clanwilliam, Clanwilliam	60		Yes		COT	
Goeie Hoop Môre Wag, Calvinia	150	Yes		Basic (3)	COT	
Goldilocks, Graafwater	27	Yes		Basic (2)	COT	
Hansie & Grietjie, Kapel farm, Trawal, Klawer	35	Yes				
Jakkerland, Vredendal	110	Yes		Basic (2)	COT	
Koekenaap Koekenaap	33		Yes			
Liewe Heksie, Lutzville	28	Yes		Basic (2)	COT	Equip
Moemfies, Vanrhynsdorp	54	Yes		Basic (2)	COT	
Môre Ster, Lamberts Bay	110		Yes			
Radynplaas, Clanwilliam	13	Yes		Basic (1)		
Smurfies, Klawer	84	Yes		Basic (3)	COT	
Wuppertal Morawiese, Wuppertal	25	Yes		Basic (2)	COT	
15 projects	825	11 projects	4 projects	Basic = 21		

OVERBERG/HELDERBERG

Shamsoonisa Makda's partners in this area were Mally Isaacs and then Terrance November. The area includes Strand, Suurbraak, Bredasdorp, Struisbaai, Barrydale, Riviersonderend and Caledon.

In this area there is a well-developed infrastructure. Child Welfare, the Early Learning Resource Unit and the Rural Foundation are all very active in the area but because of the demand in the area, it is important that the work of these agencies and that of Grassroots complements each other. Part of our objective is to empower people to decide what services they require. We are liaising with all agencies to make people aware of all the resources which agencies can offer.

While Grassroots has focused on project development, educare training is also a high priority. We are planning basic educare training courses for a group of 17 people from the Napier to Klipdale region, and for 15 people from the Botrivier to Villiersdorp region.

There is a demand in all areas for new projects. The financial burden which communities have to carry in running educare projects is still one of the obstacles to establishing educare projects. Other difficulties are the scarcity of buildings are scarce, unemployment and seasonal labour.

The IDT process seems to have been a promising venture, and many people identified with Grassroots during the consultation process.

[illegible]

Name of project	No of children	Relationship		Training		GET Funding
		Developmental	Consultation	Educare	Organisational	
Babbel & Krabbel, Bredasdorp	30		Yes		COT	
Bereaville, Genadendal	30		Yes		COT	
Elim Morawies, Elim	50	Yes			COT	
Genadendal, Genadendal	110		Yes		COT	
Hawston, Hawston	50		Yes			
Kabouterland, Grabouw	92		Yes		COT	
Kammaland, Botrivier	27	Yes			COT	Equip
Klipdale, Klipdale	30	Yes			COT/FT	
Siembamba, Rooidakke	35	Yes			COT	Equip
Sneeuwitjieland, Grabouw	30	Yes			COT	Equip
Sonskyn, Caledon	94		Yes		COT/FT	
Struisies, Struisbaai	38		Yes			
Suurbraak, Suurbraak	46	Yes			COT	
Villiersdorp, Villiersdorp	35		Yes			
Vrolike Vinkies, Napier	32	Yes			COT/FT	
Vrolike Vinkies, Hermanus	44		Yes			
Waenhuiskrans, Waenhuiskrans	22		Yes			
Wielie Walie, Riviersonderend	72		Yes		COT	
Wielie Walie Grabouw	50		Yes		COT/FT	
Zwelihle, Hermanus	70		Yes		COT	
20 projects	987	7 projects	13 projects			

WEST COAST

This area, in which Marie Abrahams and Terrance November worked (Terrance has since moved to the Overberg), has Atlantis as its central town, and includes Saldanha, Velddrif, Malmesbury and Darling.

Economic stagnation and recession during the past few years have caused impoverishment of large sections of the communities on the West Coast, with pelagic fish, crayfish and abalone quotas cut. The oldest fish cannery on the Saldanha peninsula has closed down. People have fallen back on subsistence fishing.

The construction workers were the first casualties of the longest recession of this century. The industrialists of Atlantis have retrenched thousands of people and agriculture in the hinterland cannot absorb the surplus labour.

Without incomes and without even a dim prospect of employment in the short term, people in the area face evictions, repossession of their moveable property, electricity and water supply cuts, and

[illegible]

Name of project	No of children	Relationship		Training		GET Funding
		Developmental	Consultation	Educare	Organi-sational	
Babbel & Krabbel, Piketberg	120		Yes	Advanced (follow-up) (3)		
Diakonia, Hopefield	70		Yes	Basic (2) Advanced (2)	COT/FT	
Diazville, Saldanha	102		Yes	Advanced (1)		
Feetjieland, Moorreesburg	66	Yes		Basic (3)		
Hansie & Grietjie, Vredenburg	51		Yes	Advanced (1)		
Happy Tods, Pella	43	Yes			COT	Op costs
J J Jonas Wittewater	38	Yes			COT	Equip
Japsnoet, Riverlands	25	Yes			COT/FT	
Koringkorreltjies, Moorreesburg	40	Yes			COT/FT	
Luberon, Atlantis	43	Yes			COT/FT	
Mamre Moravian, Mamre	71		Yes		COT/FT	
Methodist Educare, Atlantis	86		Yes		COT	
Pelikaan, Laaiplek	38	Yes		Advanced (2)	COT	Op costs
Robin Hood, Atlantis	69		Yes		COT	
Saxonsea, Atlantis	120		Yes	Advanced (2)	COT/FT	
Sonstraal, Saldanha	100		Yes	Advanced (1)	COT	
Sonstraal, Darling	48		Yes			
St Christopher, Laaiplek	32	Yes		Basic (3)	COT	Equip
Talitha, Saldanha	70	Yes				
Wesfleur, Atlantis	50		Yes		COT/FT	
Wonderland, Atlantis	73		Yes	Advanced (1)	COT/FT	
21 projects	1355	9 projects	12 projects	Basic = 8 Advanced = 10 (& 3 in follow-up)		

the inability to provide adequately for their families.

The educare projects are losing children as parents cannot afford to keep them there. Professionals and para-professional teachers in the field see the devastation of little lives which will influence the employability of the next generation and the quality of life of future communities.

The lack of finances impacts on educare training. The trainees need many things to implement the training in their projects but there is no money - this is a big problem. We are trying to conscientise the committees about the importance of using their financial resources on the materials needed for the educare programme.

In the area, we had three COT workshops last year, as well as one financial training course. There were 10 advanced educare graduates, and three are still involved in follow-up.

In conjunction with FCW and state workers in the area, we also initiated a principals' forum in Atlantis. There were two meetings last year looking at common problems and how projects can assist one another. From there the principals went on to establish their own forum.

THE RURAL CONTEXT: ROSE'S STORY

By Sharon Hostetler, an American volunteer working at Grassroots for a year

When I came back from a trip to the rural areas early in 1992, I was inundated with questions about my impressions. How could I explain what I had witnessed in the Olifants River region, approximately 3 - 3 1/2 hours north of Cape Town? That's when I decided to write about Rose (not her real name).

Rose is a young (probably early 20's) mother, wife, and principal of an excellent Educare Centre for 35 children in an extremely poor, remote, "coloured" community about 40 kilometres west of the N7 and about 3 hours drive from Cape Town. Rose was one of 22 women who attended a three-day training workshop conducted in Vanrhynsdorp by Lydia Padiachy, a Grassroots community educare developer. I was fortunate to have played a small role in this workshop, presenting health and first aid instruction to the women there.

An exceptionally bright, questioning and eager student always seems to stand out, even in a room full of bright delightful women. Rose was that person. Unsure of her English, she would ask questions in Afrikaans, and Lydia would translate them for me. Her questions were often hard, complicated questions. It soon became apparent that she had a small child with a severe health problem. On further questioning, I found that she did indeed have a two-year-old son who was born with a heart problem. He had had two major operations already, with a third surgery booked, and a fourth planned when he reaches the age of five. His condition requires trips every three months to Red Cross Children's Hospital in Rondebosch.

Such a problem would be a hardship for any of us, but then I learned a little of what it is like if you are "coloured", poor and living in rural South Africa.

The community where Rose lives and works is very poor and they can afford to pay her only R150 a month. This is a common wage for principals in the country areas. Her husband, a hard-working and committed community worker for that same poor community, earns approximately R300 a month. They live, with their one child, in a shack (similar to those found in KTC) without electricity, without water, and no insulation from the weather - temperatures fall below freezing many times during the winter months.

"That's not so different from thousands of people living in the townships surrounding Cape Town," you say. Unfortunately, there is another problem that is unique to rural people: No transportation of any kind. No trains, no buses, no taxis, NOTHING! Rose and her husband do not have a car, nor do any of their friends or relatives. Like Rose, if the low-income "coloured" people want food, they must walk about 2 kilometres each way, to the nearest store. [I'm speaking now of those who are fortunate enough to live in a "coloured" township. Those seasonal workers stuck out on the farms are limited to what the farmer is willing to sell them.]

Some families, if they want water, must walk and ask a neighbour if they may have some water from their tap. The closest water to one of the educare projects I visited was about 300 metres away. Therefore they were limited to one bucket a day for the feeding and cleaning of 25 children.

Should a child become very ill or be seriously injured, the teachers or parents must find someone with a car willing to drive them 50 - 150 kilometres to the closest health-care facility - some are only clinics. Every three months Rose must pay R300 for someone to take her and her son to Cape Town to Red Cross Hospital (almost a quarter of her family's combined quarterly wages). Little is left for food, medicine, clothes, etc. Where do they get the money to buy nutritious food for their ill child? During my three days in this area, not once did I see a fruit and vegetable hawker - their only source of fruits and vegetables are the expensive ones found in the local grocery stores. Terrance November, a Grassroots community educare developer, noticed a man selling fresh fish but the asking price was four times that in Cape Town.

Apartheid seemed much more blatant in the rural areas with separate hotels, separate bars, separate schools. Not only were shop owners and bank tellers out and out rude, but NOT ONE CHILD OF COLOUR could attend any white primary school, let alone a white high school. Only those living within 50 kilometres could take a bus to the nearest high-school; the others must pay for their child to stay in a hostel if they want him or her to go further than standard five.

The only sources of income for the educare projects are fees, local fundraising events and in some cases welfare/education subsidies. Yet because of the problems mentioned above, even local fundraising becomes extremely difficult. Every organization in these depressed communities needs money and each must wait in line to use the only facility available to them. And then, who has the money to spend to support the fundraising event?

What is the solution for Rose and these forgotten people? How can they break out of this cycle of poverty, lack of education and illness? I certainly don't have the answers to these and other questions I have been asking myself. Maybe just telling Rose's story, which is really the story of many, will help in some small way.

Home Educare

Based on an Interview with Mariam Elloker, home educare co-ordinator

There are currently 12 home educare projects accommodating 660 children. The basis of home educare is that six to 10 home educare mothers care in each of their homes for six children between the ages of 0 - 3. In some of the larger homes we have 2 home educare mothers caring for 12 children - a situation we are monitoring very carefully. The home are linked to an educare project via a home educare visitor, who offers training and support to the mothers.

Home educare is an important project because of the high unemployment rate. On the one hand it provides employment for people, and on the other hand it provides a safe place for the children of people who are out looking for work - a place the parents can somehow afford, and where they won't be ripped off. It also provides lots of support to child parents - both boys and girls. In one project in Khayelitsha, at least half of the parents are child mothers who leave their babies at the project while they go to school.

The unemployment rate has a different effect on home educare in the rural areas, where the project has not been yet successful. In places like Atlantis the rate of unemployment is so high that there is always someone at home who can look after the babies and so the need for home educare falls away.

Ursula Evans and Mariam Elloker

One of the reasons for the slow growth rate of home educare has been the salaries paid to home mothers. Visitors find it difficult to find mothers who are prepared to work for low salaries for long hours. The food aid programme provides hope in that it may be possible to pay higher salaries now that food costs are covered. Home educare as a whole is a programme that must be subsidised - to be viable nationally, it would require state support. If there was no funding at all, one would have to look at a very different role for the visitors, who might have to be area-based, looking after a number of projects, rather than based at one project only.

The successes of the programme are the fact that 660 children are receiving educare, and that their parents are getting a good deal. Babies are in good hands, they are getting nutritious meals and loving care. The programme has also been a source of empowerment for the home educare visitors.

The projects have received much needed equipment upgrades which have made a great difference to the quality of the children's activities. We are also starting now with a new training programme for eight new visitors. We are adapting the training programme to take account of the different needs of babies, crawlers and toddlers, and are including a stronger health component.

The home educare visitors are supporting the projects as best they can. Their role is vast and complex - acting as food-carrier, problem solver, trainer of mothers, financial administrator and co-ordinator of activities. Because of this complexity, the visitors' role as trainer of mothers is proble-

HOME EDUCARE STATISTICS

Name of project	No of children	No of homes	GET training for home educare visitors
Baphumelele, (centre-based), Khayelitsha	48	8	Training needed
Beaconridge, (centre-based), Mitchells Plain	36	6	Trained (1990)
Emthunzini, (street committee), Khayelitsha	84	14	Trained (1990 & 1991)
Eyethu, (centre-based), Nyanga	36	6	Training needed
Genesisi, (centre-based), Silvertown	30	5	Trained (1991)
Harmony, (centre-based), Grassy Park	35	5	Training needed
Luthando, (centre-based), Khayelitsha	36	6	Training needed
Masizahke 1, (centre-based), Khayelitsha	55	10	Training needed
Nofesile, (street-committee), Khayelitsha	108	18	Trained (1990); second visitor needs training
Nolukhanyo, (street-committee), Langa	102	12	Trained (1990); second visitor needs training
Nosiseko, (centre-based), Khayelitsha	48	8	Training needed
Rocklands, (centre-based), Mitchells Plain	42	7	Trained (1990)
12 projects	660	105	

matic - we have found they need a lot more support in this area. One solution would be to extend training to mothers themselves, but we can't do this in 1992 because of a shortage of "person-power". But we are getting the principals together so that they can support the visitors. We see the principal as pivotal to the success of any home educare project. She can provide the necessary support and assistance to the home educare visitor and to the project as a whole. In the street committee model with no centre base, the home educare visitor performs a dual role of principal and visitor.

For any home educare project to function well, regular follow-up and support is vital. Within Grassroots, we are trying to empower the community educare developers to "own" home educare in their areas. However, the two community educare developers (CEDs) in each area are working at full capacity to support the projects. If we could deploy staff so that there was a lower ratio of projects to people, it would be possible for the local CEDs to take on the promotion, development, training, support and follow-up of the home educare projects.

Research

Ursula Evans, Grassroots' researcher, has been doing in-depth research into home educare to assess:

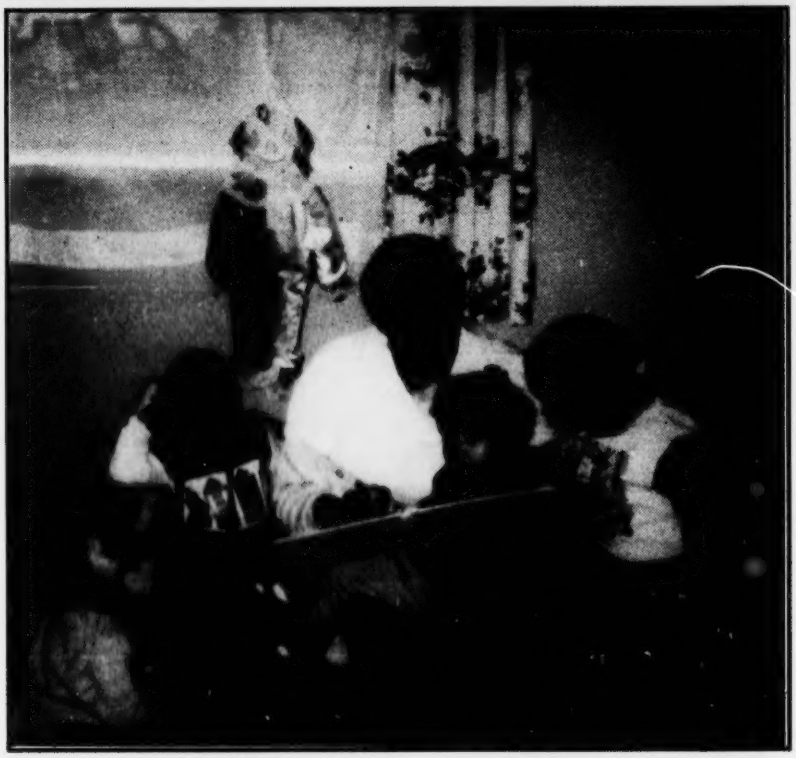
- The effectiveness of executive committees in directing home educare projects
- The effectiveness of principals' management of home educare projects
- The effectiveness of visitors as trainers of home mothers, food carriers and problem-solvers for home mothers
- The quality of home educare offered (with particular reference to the ability of mothers to cope with 6 children at different levels of development, and to the quality of food)
- The feasibility of projects becoming economically self-sufficient
- The replicability and affordability of the model, compared to other models.

The immediate practical benefits of the assessment are to:

- understand what the current model is achieving and not achieving
- identify the strengths and weaknesses of the programme

- understand what is effective and what is not
- collect information for better planning; programme restructuring if need be; and better programme management.

Initial indications from visits to homes during the research are that training makes a huge difference to the quality of care that is delivered to children. This is evident in the levels of children's activities and the vibrancy of the homes of trained mothers. The challenge at this point is to consolidate current projects while simultaneously expanding home educare services to accommodate the demand, particularly in the neediest areas.



Above: Harmony Home Educare in Grassy Park. **Below:** Nosiseko Home Educare in Khayelitsha.

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Training in the Development Context

EDUCARE TRAINING

EDUCARE TRAINING IN 1991

1991 challenged the training team with internal review and external evaluations. These brought to the surface a number of exciting opportunities and a wave of problems.

The process of internal review was on-going and was highlighted at our agency evaluation in Wellington. Two previous external evaluations by Angela Schaffer, for the Urban Foundation, and by Melanie Steele, commissioned by the GETCET (Grassroots Educare Trust Community Educare Training) team, crystallised our own experience so that we could extract opportunities from the inter-related problems in our educare training curricula and training methodologies, and look at our context in depth.

In our own context, out of our urban training team

- Indira Baijnath, Cheryl Borgches, Claire Zoutendijk and our administrator Rukea Shaik gave birth to two girls and two boys between them
- Margaret Shoko and Cheryl Borgches spent three months studying in Canada
- Mariam Elloker, home educare co-ordinator, took three months long leave
- We welcomed Sue Bailie as a new person to the team.

The impact of this was far-reaching and it affected our ability to foster meaningful trainer to learner relationships as well as trainer to trainer partnerships.

In 1991 we trained large groups of project staff and committee members in central venues. Our support and follow-up of implementation became a form of one-to-one training. While "follow-up"is essential, it is also expensive and time-consuming. We also realised more and more that in the context of the majority of our clients ("A" and "B" category projects), implementation of educare curricula was very difficult.

The benefits of centralised training are likely to be small unless the curriculum has a significant amount of time allocated on a very regular basis to informal small group work and spontaneous interactive exchange. The primary training techniques used were experiential, including discussions, problem-solving exercises and simulation exercises, with opportunities for trainees to share their field experiences.

The trainees' orientation to learning is a process of developing increased competence to achieve their full potential as educare teachers. We noted that in the urban areas GETCET trainees, as well as our financial trainees, had great difficulty in implementing training in their projects. This means that we need to assist teachers to apply effectively in their real context whatever knowledge and skills they gain in training sessions.

Some projects had far fewer resources than others, and the people we were training had different levels of literacy and numeracy. Organising learning experiences around competency development is not feasible without considering the composition of the group being trained. There is a richness in diversity, and this can be encouraged and explored in a variety of exciting ways. Success in training groups with members of different backgrounds and skill levels is essentially dependent on the experience and commitment of a consistent team of trainers, and on trainers being able to hold in tension the opposites of differing cultures, ages and languages from varying geographic contexts.

NUMBER OF TRAINEES IN THE GETCET TRAINING COURSE

Course	1989/90	1991
Urban basic	6	40
Urban advanced	54	27
Rural basic	Not applicable	42
Rural advanced	17	25
Home educare	4	2
Orientation	Not applicable	46
Total	81	182

The basic educare training course offered training in preschool educare to people working with children from three to six years of age. The primary focus was on how young children develop and learn and how to meet their needs within this framework. The advanced educare training course assumed that preschool educators have an understanding of how young children develop and learn, and extends the experience of the participants, focusing on key learning experiences. Home educare training was aimed at people caring for 0 - 3 year olds.

In addition to this training, from August to November 1991, Grassroots educare trainers ran a series of four educare orientation workshops at Grassroots, aimed at people who had had no training in educare. Forty-six people from 29 educare projects received certificates of attendance at the workshops which covered the topics "What is educare?", "Health, safety and nutrition", "The daily programme" and "Equipping the project".

EDUCARE TRAINING IN 1992
THE URBAN DEBATE

We began to ask: Are we committed to being training specialists responsible for developing training programmes with all that that entails, or are we responsible for developing a project as community educare developers, and to what extent are these approaches related?

The rural team felt this was not an issue for them, but over the first six months of 1992 the urban team worked intensively to address these questions. The Project Profile exercise *(see page 10)* gave us detailed information about the context of the majority of the urban projects with which we work - the "A" and "B" projects - and their needs.

Survival funding

The survival of 60% of the projects we work with is uncertain, because the parents cannot fully cover the costs of an educare project. In many projects, staff cannot count on receiving their pitifully inadequate salaries.

Many educare projects are operating in premises far too small for the number of children they serve, and are inadequately serviced. Very often the project has no equipment, and no storage space. Security is a problem: many projects have had burglaries just after receiving a grant of equipment.

In order to make the investment in educare training worthwhile it is necessary at the same time to secure the economic viability of an educare project.

Pressuring the state

That is why the drive for state funding on a secure and ongoing basis is so centrally important *(see page 55)*.A long-established strategy which we are pushing hard is the workshopping of realistic health standards with educare projects, a range of other agencies, the regional Welfare Board and the Cape Provincial Administration, so that the projects which so urgently need public funding to develop can be registered for subsidy *(see page 55)*.

Nutrition, health and safety

Many of the projects with which we work experience severe problems in meeting children's needs for nutrition, health and safety. Because of the acute shortage of funds, children receive inadequate and unbalanced meals. There is little or no knowledge of primary health care, first aid or emergency procedures. Diarrhoeal disease, TB, lice, and scabies are common. In many areas there is poor access to clinic or hospital facilities.

There is no fencing around projects, or the fencing is inadequate. Water and sanitation services are poor. In many areas the bucket system is the only method of waste disposal, and some areas don't even have that.

Using the food subsidy

We helped 60 urban projects to obtain the food aid subsidy available from the Department of National Health and Population Development, which provides funding for food, for equipment and for the establishment of gardens *(see page 57 for more details about the subsidy)*.

In order to assist projects to use the money in a practical way we have developed a training process for project staff. Principals and cooks from each area together attend one-day workshops covering the bookkeeping necessary to administer the subsidy in the projects, food budgeting and drawing up balanced menus. Food preparation and job descriptions for cooks are covered in a second set of one-day workshops for cooks only. These workshops will be followed by training sessions for gardeners at the projects themselves. The aim of the training programme is to help projects to set nutrition and financial administration firmly in place.

We have also established small area-based networks, the principals' forums, which facilitate bulk buying of food in each area.

Using a skilled volunteer

Sharon Hostetler has helped us realise a long-cherished dream and has run a pilot health and nutrition training course for 15 educare projects in the Nyanga/Crossroads area *(see page 39)*

The impact of these health and first aid workshops has been so significant that Grassroots has decided to create a permanent post and to employ someone to continue Sharon's outstanding work.

Staff without training

Finally, in many "A" and "B" category projects, few staff have been trained to implement an educare programme. In those where there has been some training, conditions have made it difficult to implement the training.

Training as part of project development

For the urban team, the question to be answered in the 1990's is how educare training can contribute to the development of a project's capacity to deliver educare. Some of the issues to be worked on include:

- the need to continue to adapt curricula and training methodologies to the current resource base and skills level of educare project staff - as for example in our financial training in 1991 *(see page 41)*
- the need to use the immediate development needs of projects to sequence and structure the training we offer (for example, the food subsidy training process, and the first aid pilot course in New Crossroads).
- the recognition that the key to building a simple and implementable daily programme is to take into account the fact that levels of resources differ from geographic area to area, and to offer modules on a flexible basis as project capacity to implement develops.
- admitting to any of our training courses only the number of trainees that the Grassroots community educare developer has the capacity to support and to follow-up. (The next step may well be to train a new category of worker to do "follow-up").
- the recognition that if only one person in a project receives education training, she will often have difficulty implementing her training within the project.
- the need to develop a range of simple training materials with a high visual content in Afrikaans, Xhosa and English and which are useful and accessible to educare projects as well as to our field team.
- the need to implement our recognition of the central importance of staff development in Grassroots through an active staff training programme, to add to their skills in adult education, health and nutrition, child development, preschool education, understanding external context, finance and administration and organisational development.
- the need to recognise that the key skill in project development is facilitation. Drawing out the experiences of individuals, making needs conscious, negotiating a plan of action, and assisting projects to implement it, all rely centrally on the development and refinement of our **facilitation skills**. These need to be modelled and practised constantly in all our interactions.

THE RURAL AREAS

Interview with Elizabeth van Leeve, rural training co-ordinator:

Last year I trained 12 trainees in Moorreesburg. They were from Laaiplek, Hopefield, Riebeek West and Moorreesburg itself. They were doing the basic training course, and all graduated at the end of the year. In the Olifants River region Lydia Padiachy had 21 basic educare trainees, and in Boland East June Canham worked with nine basic educare trainees.

In the West Coast 14 people did the advanced training course with Marie Abrahams, while there were nine advanced trainees trained by Shamsoonisa Makda in the Boland West area.

At the beginning of 1992 we did not start any new courses because my group was the only one which had completed the training. Everybody else picked up where they had left off, doing the unfinished components of the course. The Olifants River group has just completed the course, and the other groups are almost finished. There is also a new basic course beginning in the Overberg, with 10 people from four educare projects in Grabouw and Hermanus.

In the meantime we have had training planning meetings with staff and committees of educare projects in all the areas except the Overberg, which is still to be done. The agenda focused on the roles of people in educare projects and the role of preschool educare in their communities. Then people were asked what problems were preventing them from achieving their goals. We will analyze all this data to find out what components our training course should have - in other words, we are generating a training programme with them. So we don't know yet exactly how the new rural training is going to look.

In the rural areas the lack of resources is the biggest problem. There are few places that people can go to for information and help, a general lack of support. For the trainer, there is often a sense of working in isolation, far from resources. Your car boot ends up looking like a resource centre - if you are stuck in the bundu without prestik or newsprint, you just feel like crying. The distances are great - the time spent on travelling is very taxing physically, for us and the trainees. Another problem is language - there are no resources in Afrikaans, so we are delighted that we now have the Afrikaans translation of Book Six.

There is a sense in which training in the rural areas is working in virgin territory. When people come to training sessions, it is often a first experience for them. There is a lot of contextualising to be done. Rural women are not as sophisticated or as liberated as urban women - there are gender and race issues that are particular to rural culture. So there is a lot of personal stuff that has to be taken into account by the trainer.

There is a big challenge ahead - a request from farmers to begin educare training on their farms *(see page 24)* In the past we have said that we train in the rural areas, but actually we have been training in small rural towns. Making inroads into the farms will be true rural work. There is a frightening side to it - training is always an empowering experience for the trainees, but farm workers live in circumstances where they are very much subject to the power of the farmer. Will we be empowering them without giving them the back-up they need in dealing with their situations?

PRIMARY HEALTH AND FIRST-AID WORKSHOPS

In the past Grassroots, with the backing of a funder, provided fully-stocked first aid boxes to most of the educare projects with which we work. In 1991, we asked the Department of Community Health at the University of Cape Town's medical school to look at the contents and the context of the first aid box as part of a fourth-year student project. The primary recommendation from this research confirmed what we knew - that while providing equipment was essential, project staff needed to be trained to cope with children's health emergencies, as well as to understand how best to prevent illness in their different contexts. We eagerly accepted the offer of a year's voluntary work from Sharon Hostetler, an American community health trainer, who wrote the following account of the training programme we have initiated:

When I first arrived at Grassroots it was not difficult for me to recognise a great need for health and first-aid training. Visits to educare projects and talking to the principals and teachers made this fact all too clear. The difficult part is learning to listen (and hear) what those in the communities are saying is needed and wanted, and then preparing customized lessons to fit the needs, educational level and interest of those women attending the workshops.

With the help of Community Educare Development urban co-ordinator Lynette Maart and her partner Sue Bailie, and the Resources section, I began a pilot program of 15 two-hour workshops for 15 educare projects in the Crossroads, KTC and Nyanga areas. The workshops were held at Eyethu Educare Centre in Crossroads, and we tried to ensure that two people from each project attended.

Prior to beginning the workshops, a meeting was held with the principals of these projects where the women decided the topics they wanted addressed were: sanitation, diseases and inoculations, fevers, colds and flu, asthma and allergies, choking and cardio-pulmonary resuscitation, runny tummies (diarrhoea) and dehydration, burns, poisons, nutrition and malnutrition, nappy rash, scabies, lice, worms, tooth-aches and sores in the mouth, cuts and sores else-

where, falls and head injuries, child abuse, sexual abuse and drug abuse.

Everyone realized that it was not possible to cover all those topics in just 15 two-hour sessions. I decided to make sanitation and prevention the topic of the first workshop. At the end of that session and every workshop since, the women decided what they considered the most important topic for the next workshop. Review of the previous session's material also constituted a sizeable portion of each session.

Sharon Hostetler in action, conducting primary health and first aid workshops.

At each session we used the first-aid kit as a learning tool - thus developing a curriculum as we went along. For instance, at the sanitation workshop the first items to go into the first-aid box were Dettol, Jik, Lifebuoy soap and clean scraps of material. This lesson included a section on Hepatitis B and Aids prevention so of course rubber gloves and condoms were also included. We suggested that plastic bags could be used instead of rubber gloves - throughout we tried to use as many improvised materials as possible. Fever was the topic of choice for lesson number two. Besides teaching how to read a thermometer and administer Panado, this was an excellent opportunity to learn a little about how the immune system works and why vaccinations are so important.

Grassroots' community educare developers in the area attended all the workshops, and were constantly evaluating implementation in the projects, and feeding information back to me.

The kinds of problems the women had in implementing their training and the way in which training was constantly being adapted to meet their needs can be seen in what happened in one of the sessions on respiratory problems.

I had planned to spend most of the time talking about tuberculosis. As a second thought, I decided to throw in whooping cough, since it would provide me with a good example of how important vaccinations are. Was I in for a surprise! Almost every woman in the room had had to deal with a child with whooping cough; two of them right then.

Whooping cough is a very contagious disease. Isolation of the patient and vaccination of the other children before being exposed to the disease are the only possible hope of keeping others from getting the disease - which led to a question: "How do you keep a child with whooping cough away from the other children?"

Obvious answer: "Don't allow the child to come to the project when he or she is sick." But the child is not brought by the parent - rather by a 7-year-old sister, who just drops the baby and leaves. If the educare principal doesn't let the baby in, it will be totally uncared for. The 7-year-old also picks up the baby at night. The parent is nowhere to be found. The principal feels she has no choice but to take the baby in. My next suggestion was that the principal place the baby in an out-of-the-way place in the centre, away from the well children. No-can-do. The educare centre is the principal's house and she has only two TINY rooms in the whole house and is caring for 35 children. There is NO out-of-the-way place to put the baby. There are also no cribs, no cots, no play-pens, and the baby is 18 months old. She can't even cover her mouth when she coughs. My next question was: "Are all the other children vaccinated against whooping cough?"

Who knows? Some are, but many of the children do not have records of their inoculations. The parents have come from the Transkei and there are no records - which probably means they have not been inoculated as infants.

By now, I'm running out of suggestions. We are now discussing the problem together, since ALL of the principals are faced with the same problems. They dismissed totally the suggestion of telling the parents of the healthy children to keep their child home until the baby is better and not coughing. There is no place for the working parent to leave the child, and besides, the fees (however small) are all the income the principals and teachers have for themselves.

We finally decided that the best plan of action would be to try and keep the educare centre immaculate (with no tap water within 60 metres for many of them, this is asking a lot). To also use a blanket or sheet to shield the well children from the coughing baby when she is coughing, and to wash the blanket (and all the other items contaminated) every day with Clorox and hang them in the sun to dry. They agreed this made the most sense, but it may be asking too much of the one or two women trying to care for and teach 35-50 children (many of them babies) plus care for at least one sick child and keep the place as sanitary as would be needed.

At the end of the course, we evaluated how much the women had learnt by having them answer questions in groups, and role-play some of the answers. Twenty-three women were issued with certificates covering their attendance at the workshops and their implementation as observed in the projects but we made it clear that these were not first aid certificates such as they might receive from the Red Cross.

The workshops were received with great enthusiasm. The women were justifiably proud of their accomplishment and empowered by their new skills and knowledge.

We are now running similar courses in Khayelitsha "Proper" and Khayelitsha Sites and Villages. Because of the urgent need for training in projects, we are doing the course in six five-hour sessions instead of the 15 two-hour sessions.

ORGANISATIONAL DEVELOPMENT TRAINING

In last year's Annual Report, Organisation Development Training was described as consisting of "two training packages: Community Organisation Training (COT) and Financial Training (FT). These packages are aimed at equipping executive committees of educare projects with the administrative and financial skills necessary for efficient running of projects".

These packages came under review at our self-evaluation at Wellington, and in 1992 we have adopted different, customised approach to this kind of adult education, adapting our work to urban and rural differences, re-examining our methodologies and providing training according to need.

COMMUNITY ORGANISATION TRAINING

Nationally, Grassroots held two workshops for trainers from other organisations, aimed at enabling them to train their own committees in COT. Forty-two people attended a five-day course in Durban in April, and 26 people attended a five-day course in Port Elizabeth in September/October.

In the urban areas, the following training took place in 1991:

- July 13: In Khayelitsha Sites and Villages, 21 people attended a workshop on constitutions.
- July 28: In Khayelitsha Proper, 17 people attended a workshop on relationships with other organisations.
- August 11: In Khayelitsha Sites and Villages, 17 people attended a workshop on meeting procedure.
- In the Nyanga/Crossroads area, people in 14 projects received organisation training *(see page 18)*.

In contrast to the "workshop" approach, in 1992, the urban team sees community organisation training as being part of the relationship between community educare developers and individual educare projects. CEDs work with staff and excos in each project to provide training and follow-up based on need. This covers such areas as running meetings, constitutions and budgets. Training in interpersonal skills and administration is part of the content of the principals' forums in each area.

In the rural areas, the following COT courses were held in 1991:

- A course on the educare community, meeting procedure and decision making for 40 people from Riebeek West and for 28 people from Paarl on July 20. Forty-two people from Zolani, Ashton attended the same course, with relationships with other organisations as an extra component on June 22.
- On August 24, 26 people from Atlantis attended a workshop on the educare community and decision making.
- In Worcester on August 28, 29 people attended a workshop on fundraising and budgets.
- In Moorreesburg on September 14, 22 people did a workshop on budgets.
- From October 1 - 3 in Vredendal, 31 people attended a workshop on the educare community, decision making, constitutions and budgets.
- In Caledon on October 26, 34 learners did a workshop on the educare community, decision making and problem solving.

After a long period of reassessment of our training courses, the rural team intends in 1992 to present the COT sessions for smaller areas with fewer projects involved, and to broaden the involvement of the projects by including staff, excos and parents. This is aimed at facilitating a critical focus on development, in addition to the current interventions aimed at increasing general awareness. The sessions will also tie in with educare training.

FINANCIAL TRAINING

Running any educare project involves the getting and spending of money. In order for educare projects to run effectively, the committee needs to have bookkeeping and financial skills. Grassroots' Financial Training programme is aimed at providing these skills to the treasurers and administrators of projects.

In the urban areas in 1991 we started re-examining our training materials, and looking at different ways of using them. We laid emphasis on tailoring the materials to meet literacy and numeracy levels. The training was adapted for working with trainees from similar resource and skill backgrounds. We also made a shift to training a staff member **and** a committee member from each project because we discovered that if we trained only a committee member, there was often no-one available to deal with day to day financial matters. This encouraged networking between educare projects in an area.

The course was devised to run over five days. The first three days are an intensive training course. The last two days take place later with a flexible programme aimed at dealing with needs experienced by the participants.

Gabebah Jassiem conducting a financial training workshop in the Grassroots hall.

We provide receipt and petty cash books so that participants can use them to implement their training. Together we formulate a check-list to assist both the trainees and the community educare developer with follow-up.

The project profiles done in early 1992 helped us determine project development needs which can be met with different combinations of the modules.

In the rural areas, a financial training course was held in October/November at the Athlone Training College in Paarl. Twenty-five participants from all over the rural areas served by Grassroots travelled from their respective towns to attend the course over two weekends. The course included a numeracy component to acquaint learners with calculators and simple arithmetic. The course was aimed at enabling learners to come to grips with basic concepts of finance and the importance of financial administration in terms of the projects' fundraising efforts and their accountability to the community. In 1992 we wish to conduct similar courses for smaller groups so as to allow follow-up for those learners requiring it.

BEST COPY AVAILABLE

Resources

Overview

Resources: From the front (left to right): Anita Katzen, Colleen Crawford Cousins, Renee Moodie, Patric de Goede, Zurina Sieed, Elaine Atkins.

An integrated approach to the development and provision of resources within the agency is like a three-legged pot. It has to take account of three interrelated specialist activities:

1 **RESOURCE DEVELOPMENT:**

What do people need?

- Material "things"
- Non-material – informattion and skills

2. **TRAINING:**

How do we use the material things?

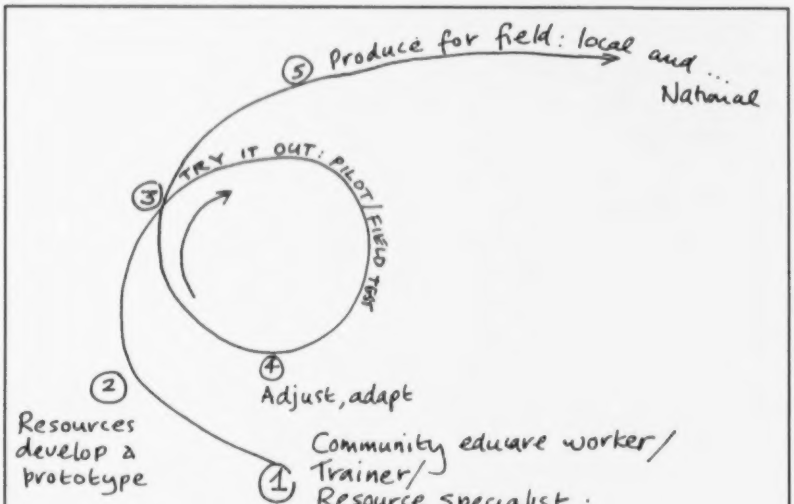
How do we access the non-material information and skills?

3. **FOLLOW-UP (EVALUATION):**

Is the resource or training useful, usable and appropiate?

If not, what needs to change?

The sequencing of these steps can be seen as a spiral: (see illustration below)



⑤ Produce for field: local and ... National
③ TRY IT OUT: PILOT / FIELD TEST
④ Adjust, adapt
② Resources develop a prototype
① Community educare worker/ Trainer/ Resource specialist : "We need .... " "There is a need for..."

In our planning in November 1991 the resources section saw the following as its three major functions:

- information: providing the information to make educare accessible, appropriate and practical
- provision: providing a range of hardware, materials and services to the agency and to the preschool field
- lobbying: using our skills to support the effort to give educare and our children their rightful place on the local, regional and national agenda.

We recently reviewed our work of the last six months in the light of the input from the urban field team. Most members of the section felt that the project development approach has focused our resource development in a way that is very helpful to the general public who use our Resource Centre and toy and book libraries. For instance, because project development this year has focused on primary health, first aid and nutrition, the Resource Centre has developed extensive files of materials on nutrition, health and literacy. Menu plans and bulk buying budgets for educare projects have been collated and circulated. These are all available to the general public and have been in demand.

Similarly our scrap collection and recycling has focused on the pilot health and first aid workshops run for 15 educare projects in Nyanga/Crossroads. We have found material that can be used as bandages and slings and reject plastic bottles that can be used as bulk containers for first aid medicines for projects. Apple boxes have been split up, padded and used as splints. Because medical supplies are so expensive the creative use of scrap is an important part of our health training. Educare projects should not be spending money on equipment that can be improvised from scrap. We have also raised funds for, ordered and dispensed the medicines handed out as part of the pilot training course.

This first aid pilot training programme illustrates the way in which close collaboration between field workers and resource workers can serve educare projects. Both training materials and methodology have been developed, and are still being developed, in a spiral way (see page 42) We established that trainees in the pilot area wanted materials to be in very simple English **and** Xhosa, and we plan to produce them in comic book form. (The financial training materials will be produced in the same way). This is how our next handbook on primary health will be produced.

Both community educare developers and training specialists have vital roles to play in resource development. The creative interaction of the urban field team and resources section developed the model of the project development approach and produced the materials needed in the project profile and staff profile exercises.

The management information system for the agency's field work is also the result of close collaboration between resources and the urban field team. This tool is at the beginning of its useful life. It will be invaluable for all our research and evaluation activities, as well as serving as a management tool in itself.

Scrap in resources provision

How useful is scrap for toymaking? Scrap is vital for making simple equipment such as balls, bean bags and equipment for water and sand play, but the time, skills and money required for the development of more complex toys is beyond the reach of most educare project staff in areas of greatest need. We are hoping to support "make and take" workshops as part of modular educare training in the near future. We have noted however that some of the scrap we collect from factories is resold as part of the fundraising efforts of educare project staff.

The rural areas have very little or no access to the byproducts and wastage of industrial processes. Rural educare projects are scrap-starved. The resources section has an important role to play in collecting, packing and railing urban resources to remote rural areas. The success of this strategy in Vredendal has led to the local civic association promising to help acquire a building to act as a local resource centre.

Toy and book provision

Follow-up and evaluation by field workers as well as resource centre staff has led us to question our system of book and toy provision: How does the children's book and toy lending library support project development? Although some "A" projects use the Resource Centre, we feel that in general the book and toy libraries will only be fully accessible to "A" and "B" projects via a mobile outreach programme.

How do we approach the problem of loss and damage to toys and books? Our attitude has been to encourage use above all. We have accepted loss and shrinkage as the inevitable price of giving children who really need it access to toys and books. However, many under-resourced projects are often scared to allow children to use the loans in case they damage them. It is very easy to lose one puzzle piece, which makes a puzzle impossible to reloan. We understand that the context makes an enormous difference to the way in which toys are used. Children who are cooped up in inadequate space without a daily programme would naturally be very hard on toys.

We need to build a training component - the second leg of our pot - into book and toy provision. Since the keys to the accumulation of equipment are maintenance, storage and a simple daily programme, this training is necessary whether equipment is borrowed or bought. "How to use and look after toys, books and other resources" might be a module within area-based educare training, part of the process of joining the library, or central to the work of a mobile resources unit.

Lobbying for resources

An important area for lobbying is provision of state funding, without which the majority of educare projects cannot survive. We played an important role in collating and presenting in simple form the information necessary for a workshop on educare standards which govern registration and the award of government subsidy. The workshop was organised together with other educare agencies and workers. We also collaborated in the production of a photographic record of educare contexts for the workshop. A task force elected at the workshop is carrying on with the task of negotiating more realistic standards which will reflect the true state of educare in the field and which can be used to facilitate project development by linking subsidy to levels of provision.

RESOURCE CENTRE

This article is based on an interview with Anita Katzen, Resource Centre co-ordinator, and Elaine Atkins, librarian.

Resource Centre clientele

The Grassroots Resource Centre currently serves preschool educare projects, community organisations working with young children, and students at teacher training colleges in the Western Cape. Over 600 groups and individuals belong to the Resource Centre.

In particular, our aim is to serve educare projects from areas of greatest need - if we have requests for help from educare projects in other areas, we explain our policy to them and leave it to them to decide if they still want our services.

We also serve Grassroots staff members, especially field workers. They are the conduit to our field of work - the educare projects.

Services offered

We offer libraries of children's books, toys, and adult books relating to preschool educare or to community development. Everything in the library is recorded on a computer data base so that we can help people find what they want quickly and efficiently.

We offer a telephone information service - we have several calls a day asking for all kinds of help and information relating to preschool educare.

There is also a reference library for Grassroots staff members, and we are developing special files to meet their training needs. We have audio-visual materials and equipment for use by our staff.

We have a notice board which highlights current issues and events.

We used to stock educare projects with first aid kits - this has developed into a series of first aid workshops *(see page 38)*. We are very busy providing support for this training programme which is making extensive use of scrap materials - we phone or write around for this, as we do for our anti-waste depot which is used by anyone who needs it.

The anti-waste depot

This is very well-used by educare projects - for instance, people have been going out recently with stacks of carpet squares on their heads. Initially we find that people are not aware of the importance of waste but then they catch on, and use the depot a lot.

We get about 1 000 books a month from the Provincial Library service and these are very popular. They are fetched by people or taken out by our field workers. Also popular are computer paper, fabric and carpeting, bottle sleeves and cardboard.

There are workshops for principals and teachers on how to use scrap, and from these workshops they take back toys they have made. They don't have the time to make their own equipment from scrap.

The central aim of the Resource Centre

Our aim is to provide educational materials for educare projects which don't have financial resources. The children in these projects have a very bleak life with no books or educational materials. We want to give aid to teachers and help children develop. We feel that we are meeting this aim - the Resource Centre is very widely used by people from all kinds of areas.

But we have also seen that there are problems in reaching the severely disadvantaged areas - people from these areas find it difficult to get to and use our library, and are often fearful of borrowing books and toys because they fear they will be damaged or lost. We always reassure them that this is not a problem, but people are still afraid. We are hoping to start a mobile unit to take resources to these areas, and have started fundraising for a vehicle to enable us to do this.

In conjunction with the urban team, we are putting together a strategy to work directly with educare projects. We are hoping to help them develop their own libraries, and will be doing assessments together with the field workers. We hope that we will be able to give advice and training, and then withdraw once we have set these up. We will continue to focus on the poorer areas by sending masses of provincial library books to them, and through the active promotion of the toy library to our target group.

The Resource Centre's position in Grassroots

We rely on our field workers for feedback on what the real resource needs of the educare projects are, and also for follow-up information on the resources we have provided. We must be able to anticipate needs. Only close co-operation with field workers can make this happen.

Resource centres nationally

From attendance at conferences, it seems that our Resource Centre is comparatively well-used - it is often cited as a model Resource Centre. But we are lucky - we have a particular focus. Where there is no focus, materials can be alien to the people using them and there are often problems with literacy levels. Resource centres are often not centrally situated and may be difficult to reach. This means they have a very diffuse impact. Grassroots people in this country have historically felt alienated from state-run libraries. Resource centres were seen as an alternative and the aim was to create "people's libraries". Whether resource centres in general have been completely successful in this regard - looking at their materials, services they provide and their location - is still debatable. However, we do strive towards this end.

ADVENTURE BUS

This article is based on an interview with Anita Katzen, administrator of the Adventure Bus programme.

How the programme works

The Adventure Bus programme is aimed at getting preschool children to educational venues. It tries to overcome the problems of inaccessible transport and the cost of organising outings for children - because of these most educare projects can never take their children on excursions. Children get to see more of Cape Town, and we also try to open up the facilities of Cape Town to preschool children.

Adventure Bus drivers at a 'thank-you' picnic organised by the Resource Centre.

It is a joint venture of Golden Arrow Bus Service (formerly City Tramways), the bus drivers' unions (Transport and Omnibus Workers' Union and Transport and General Workers' Union) and Grassroots. Grassroots does the administration, Golden Arrow provides the buses free of charge and makes sure the buses go out, and the drivers volunteer their free time to take the children on outings. We reach about 20 000 children a year.

Challenges and problems

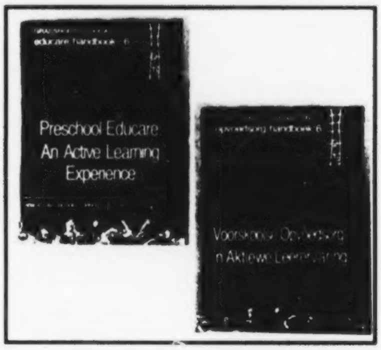
Some of the problems we face are that on a particular day there may be no drivers available, or that drivers may find it difficult to get to a particular educare project because the address is hard to find or the roads are bad. In the poorer areas the postal service is unreliable and there are no phones which makes it difficult to contact projects. Poor weather is also a problem, as is lack of venues. We have to find places that are prepared to take large groups of children three days a week. We also try to keep the venue the same for about three months at a time to avoid admin hassles. There is also political interference - for example, during the taxi wars a bus driver was killed and we had to suspend the programme for two weeks until the drivers felt it was safe again to enter the townships.

Rewards

It is rewarding to see this type of service in this day and age - most of our thank you mail is from Adventure Bus users. Once someone even sent us money to say thank you. It is an opportunity for children to experience things they wouldn't otherwise, and to get out of their own environments. The drivers seem to find it rewarding to be part of a programme which cares about enriching the lives of underprivileged children.

MEDIA

Grassroots' media department is two years old. The impetus behind its inception was to delegate the director's responsibility for agency publications to a specialist team. The department has responsibility for the Annual Report and the twice-yearly Newssheet and has been involved in the production of the Educare Handbooks and the book-and-tape package "Songs Sung by South African Children". Another responsibility was the production of Grassroots' information package. The functions of the department are to promote the agency and to help to produce materials aimed at the general preschool field.



'Conditions of Preschool Educare' exhibition, displayed at the International Conference on Children's Rights, held in Cape Town.

After the self-evaluation which the agency underwent at Wellington last year, the media department and the Resources section of which it is a part, saw that there was an extra direction for our work. We had always **said** one of our focuses should be making our skills available directly to the educare field but had never been clear about **how** that might best be done. As part of the agency's realisation that we needed to swing more of our resources to supporting the centrally important field work, we saw that the Resources section and therefore the media department needed to make supporting Grassroots field workers an important priority, and then use the feedback they give us to inform and direct our other tasks of developing educare materials and promoting the agency's programmes.

This means that the nature of the media department's work has changed: we are still responsible for core publications (the Annual Report, the Newssheet, the Educare Handbooks) but we are equally at the disposal of the field team, who demand our services as the need arises. So over the last year one of the important tasks we performed was for example to provide photographic and documentary support (in conjunction with other agencies) for an initiative on educare standards. We were also involved in strategising for the field data base and in producing the documents for that process.

Another evolving role is that of a general information service to the agency as a whole. This has involved the production of a weekly internal "newspaper", the Friday Times, and intensive support for the documentation of the change process.

The work of the media department has become less predictable - there is a constant interplay between expressed needs and skills offered. We are hoping that as the supportive relationship between us and the front line workers evolves we will be able to take what we are learning to inform our production of materials. So for instance, the work done in the first aid workshops can be used to generate simple and accessible training materials in Xhosa which could be disseminated as a section of our Handbook

Six in translation.

The work of 1991/1992

1. 1990/1991 Annual Report
2. Reprinting of "Songs Sung by South African Children"
3. Printing of "Preschool Educare: An Active Learning Experience", our sixth educare handbook, in English and Afrikaans.
4. Production of a re-usable photographic exhibition made up of 65 A3 exhibits entitled "Conditions of preschool educare".
5. Production of a slide show made up of 200 slides as back-up for the director's presentation at the OMEP (the international organisation for preschool education) conference entitled "Survival, Protection and Development of South Africa's Preschool Children".

PRESCHOOL SHOP

Interview with Ashraf Parker, manager of the Grassroots preschool shop.

What kind of market does the Shop serve?

Our intended market is educare projects in underprivileged areas - the supply of educational equipment in these areas should be our prime target. But if you look at our figures, while most of the educare projects we serve come from these areas, our turnover is mostly derived from individuals in upper or middle class projects. Of the total turnover, 55 - 60% comes from the upper and middle class areas, while the balance is from less privileged areas. The projects in disadvantaged black and coloured areas are not spending much with us because they simply don't have much to spend. What they do have usually comes from funders.

What is your annual turnover? Do you make a profit? What happens to that profit?

In 1991/92, our turnover was R808 000. The target for this year (1992/93) is R1 186 000. The difference between sales and purchases, that is our moderate mark-up, is used to cover our costs (administration, computer systems, vehicles, electricity). We also cover the salaries of the six Shop staff members, and half the salary of a member of the finance department - the Shop is the only section in the agency that is self-supporting. Any funds left over are ploughed back into Grassroots, especially towards the costs of providing equipment to underprivileged projects.

What has been the effect of the move to Athlone in terms of customers and profits?

We anticipated that being more accessible to some of our customers would double our turnover but in fact it has only increased by a small percentage - about 7 - 10%. The recession has also contributed to this. The Salt River Shop has lost some business, which now comes to Athlone. In effect, we have split our existing customers between the two Shops and our costs have increased. The Athlone Shop provides about 60% of our turnover, with 40% coming from Salt River. We are hopeful that we will break even at the end of the day. I think one of the problems was a lack of marketing expertise, which we are now looking at seriously. For the first time this year, we had an anniversary sale. This didn't generate much turnover but it did increase awareness. We also have monthly specials which we advertise in pamphlets sent out with the monthly statements. At the end of each quarter we send these pamphlets to all the educare projects and individuals on our mailing list. We have also approached Woolworths to help us with a marketing strategy. They will be sending someone to help us with shop layout and window dressing, and they will also do a staff development exercise with us on customer relations.

I have also approached the marketing sections of the Peninsula Technikon and the

Preschool Shop: Ganief Willenberg, Christine Hickey, Karriem Johnson, Donovan Fredericks, Similo Nongwe, Ashraf Parker. Right hand corner: Brian Ridder.

Cape Town Technikon and they have sent us students who will come up with a marketing campaign for us. This will be part of their marks for the year. The plan of action is that the two groups will each come up with a plan, and we will implement them probably over December and the end of the financial year. In the interim, we are planning to approach the press in September to try to get some publicity.

Who are your main competitors (in broad terms)? How does the Shop square up?

Our main competitors in terms of toys and puzzles are the big supermarket chains. In terms of preschool equipment, some of our suppliers also supply direct to educare projects. The only way to combat this problem is for us to go direct to educare projects, and in fact our aim is to make regular visits to all the educare projects on our books so that we can assess their needs and give them advice on what to buy and on possible ways to raise funds. But for that we need a rep on the road and at the moment we don't have the human resources. I'm hoping that once we've got all the bugs ironed out of our computer system, I will be able to do this myself. Presently, we do visit educare projects on request.

The tension between serving the needs of the community ***and*** *meeting the ideals of the agency (eg for toys that suit the needs of our training programmes)* ***and*** *making money must be difficult. How do you feel about this?*

First of all serving the community is the most important thing. But the problem is how can we supply good quality, low cost equipment when they don't have the buying power. With the current state of the economy, good quality stuff is exorbitantly expensive and projects can't afford it. So we try to substituting goods of lesser quality - it sells but it is not what we want to sell.

Our **actual** market **can** afford the more expensive goods, and want them. So we have to strike a balance between supplying our actual market and our intended market. So we are seen to be serving the market which we are not looking to service, in order to get turnover.

The question of South African toys with a South African flavour - these are expensive. They can't be obtained from the big manufacturers, so we turn to co-operatives and backyard projects which means high prices. We have been trying to influence the big manufacturers, but often get a "tough luck" response. They are not prepared to invest if they are not guaranteed a big market.

We find that some local suppliers who are in the game to make money supply fantasy items, with themes like Walt Disney, but the feeling of Grassroots' trainers is that these are not educational - we rather want things that children can relate to. But such fantasy items are cheap.

Solutions? Educare agencies such as Grassroots should try to network together to build up muscle so that the manufacturers can feel more confident in the market. By creating a demand, we would also create job opportunities. We should also pressure funders to fund under-privileged projects so that we can put things in those projects.

How would you like to see the Shop develop in future?

We need to get the Grassroots curriculum solidly in place so that the Shop knows what to stock. In the future, we would like to be in a position to stock the things we should, and to educate people about their use. This means close work with the community educare developers.

We have started working along these lines in a working group that brings together the Shop, the Resources section and field team members. That group has been looking at producing parent awareness pamphlets that we could give to customers - we are hoping to produce leaflets on the various ways in which children learn through play.

We have a lot of requests to equip projects in other countries like Namibia - we need to investigate if it is viable to supply them.

We also need lots of staff development. At the moment, for instance, the staff are doing a computer training course.

[redacted]

The National Scene

An interview with Daniel Plaatjies, Grassroots' networking officer.

Daniel Plaatjies

Current status of educare

The current government has done very little for educare. In fact, a previous Minister of Education said that if preschool education was provided, mothers would socialise and play squash and bridge and not look after their children. This is a first world way of thinking. That position is reflected in the fact that spending on educare makes up around 1% of the education budget.

The government has come up with the Education Renewal Strategy and a National Training strategy - a unilateral restructuring of the education system. Nowhere in these two documents does the government substantially address early childhood educare. In the face of this neglect, the early childhood educare movement has to act regionally and nationally both for the present and for the future.

The status of educare within the broad democratic movement

Early childhood educare is acknowledged as an important and central service for children and for parents. Educare is crucial for women who are part of the work force, and who contribute to the finances of the family. But in terms of the education priorities, the picture for educare is grim. The mass democratic movement is committed to the provision of early childhood educare (ECE), but the question is whether a new dispensation would be able to do this in terms of the financial realities and in terms of the urgent need for primary and secondary education.

This means that we should explore other avenues for funding and look at how to engage the private sector **and** government in meeting the demand. We also have to look at options of how a new democratic South African government could deal with the needs of ECE. Where possible, communities should make a contribution - perhaps through some form of system where the "haves" can pay for their own educare so that the state is free to put all its resources into areas of need.

The role of the trade unions is also crucial. There has been limited exploration of this vehicle - but we must ensure that parents are able to get to the work place. A few of the small trade unions have accepted responsibility - but there is a need to look at trade union federations such as COSATU and NACTU. Women are an important sector of the work force and their need for full-day educare should be recognised by all - not just those trade unions whose constituents are mainly women. We need a moral commitment from trade unions - otherwise we will just perpetuate a male-based workforce. We also have to work to promote part-day educare and parent education for unemployed mothers. It becomes clear that we need to show business people, factory owners and trade unions the cost benefit of providing educare, and how this relates to the productivity of workers.

When it comes to the "bosses" - many of them provide social services in a tokenist way - how can the early childhood educare movement engage them? While a few have contributed to non-governmental organisations, what about their own workforces? They are only reaching the tip of the iceberg.

Brief overview of various national initiatives

In this period of transition, there are a number of national initiatives working on coordinating ECE work and Grassroots is very much part of this movement.

Overall, there is the **National Education Co-ordinating Committee (NECC)** which focuses on mass education, lobbying, advocacy, co-ordination and policy and which draws its membership from the broad education spectrum.

The NECC has set up a range of interim working committees. There is the **National Interim Working Committee for Early Childhood Educare (NIWC ECE)** which aims to facilitate the emergence of an appropriate representative early childhood educare national structure to popularise, lobby for and advocate the needs and rights of the young child and of educare workers. I am the national organising secretary for NIWC ECE and 50% of my time is taken up with administration, co-ordination and fundraising for NIWC activities.[6] Jinny Rickards, Grassroots' director, also serves on this committee. The primary focus of NIWC ECE was to establish report-back forums at regional level to ensure that issues relating to lobbying, advocacy and mobilisation of the field are discussed, so as to form a basis for concretising the needs and rights of young children. NIWC ECE has been involved in negotiations with the **Southern African Association for Early Childhood Educare (SAAECE)** *(see page 52).*

The NECC has also set up the **National Education Policy Investigation (NEPI)**, a broad research group which has appointed an early childhood educare commission which aims to develop early childhood educare policy options for a post-apartheid South Africa. From Grassroots in the group are Jinny Rickards, Eric Atmore, Philip Balie and myself. Eric and Philip were also part of the primary researchers group. This group developed a comprehensive document on early childhood educare policy options, which is currently under discussion.

Then there is the **National Development Forum**, which was set up by key actors within the mass democratic movement, and which has an education sector co-ordinated by the NECC. This forum is important in terms of the relationships of the different sectors (eg health, welfare, housing, education) to national development objectives. This forum has acknowledged the importance of early childhood educare.

An important event on the national scene was the **National**

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[6] Daniel's responsibility at Grassroots is as a half-time networking and information officer, including local, regional and national work. This means co-ordinating the agency's responses to outside demands, requests and activities.

Education Conference, held in March 1992. Key political organisations and movements attended to look at how the general education crisis could be addressed. At this conference, the norms, values and principles needed for a new education system were examined. For the first time, early childhood educare became visibly part of the national debate around education. It was important in that for the first time political organisations and other education structures became aware of the deep-rooted crisis in early childhood educare. My feeling is that the much-talked about **culture of learning** should be rooted in early childhood educare - that it is **here** we need to make a start.

Another initiative is the **National Committee for the Rights of the Child (NCRC)** which was established to look at the position of women and children in South Africa, and how different institutions could give effect to their rights. Eric Atmore serves on the Western Cape working committee of the NCRC. In June 1992, an international conference on the rights of the child was held in Cape Town. The conference was preceded by a national Children's Summit, which drew up the children's charter tabled at the conference. Grassroots staff members played an active role at the conference, and Sue Poulsom acted as a facilitator at the summit.

Other conferences

In September 1991, Jinny Rickards delivered a paper entitled "Children in society in a state of conflict" at the International Federation for Child Welfare's World Forum '91 in Venice, Italy.

Colleen Cousins delivered a paper on "Gender and development: A case study in the educare field" at a gender and development conference in Durban in April 1992.

Eric Atmore and I attended an international conference on Children at Risk held in Norway in May 1992. Eric presented a paper on "Redressing the effects of apartheid on South Africa's children" and I spoke on "The child of the future: The struggle for unity in early childhood educare in South Africa".

Unity and a national association

The single most important issue in the national debate is unity - the establishment of a national representative movement in this country, which can speak on behalf of each and every actor, each geographic region, and which reflects the political changes in the country. The educare field has been divided by competition among people, by different ideologies, by rivalry in the field and by lack of essential resources.

Political changes have placed the challenge before early childhood educare NGOs to unite, to explore our points of consensus away from the apartheid way of life, and to be seen to be doing this.

NIWC and SAAECE have formed a joint working committee to address the need for a national association. There are three working groups with five members each who are looking at

- values, principles and norms for an appropriate national educare movement
- strategies and campaigns for the needs and rights of the young child and of educare workers
- structures and mechanisms for building an early childhood educare movement - for instance amalgamation might be one way of going.

It's all-important that a national association ensures democratic participation and consultation on local, regional and national levels.

Other major national issues

The whole debate round curriculum, training and accreditation is important. The central debate is about which structure is most appropriate to accredit curricula. The issue of provision is also important - the way in which all this might be administered under a new government. Allied with this is the issue of resources - where is the funding to come from?

Educare association in the Western Cape

In the Western Cape, a new association was established last year resulting from consultation over three years. The **United Preschool Association (UPA)** is the only legitimate preschool association in the Western Cape and offers individual membership to people in educare projects and agency workers. Its main aims at the moment are to set up its zones, to recruit as many people as possible, to look at how it relates to national and regional issues and to look at the establishment of training fora - all the nitty gritty issues.

The question of its relationship to SAAECE, the existing national association, is not clear. Grassroots staff members serve on various UPA sub-committees and I serve on the UPA executive.

Associations and funding - the IDT money

The money allocated by the Independent Development Trust to preschool educare has been a long time coming. It's being said that educare workers are angry and impatient at the delays - I can't vouch for that. In regional meetings, it has seemed to me that people are anxious and needing to get the money to the ground.

When the government made the R70 million available, they called together key actors in early childhood educare to give guidance on how the money should be spent. The consensus position was that the field should be consulted. In many regions, the consultation was done by people from non-governmental organisations. In the Western Cape, UPA took responsibility for the consultation. Out of these consultations, criteria have been determined for who should receive the money and who should act as conduit. Criteria include that projects should be able to account for the money and that they should be sustainable.

In all the regions, the consensus was that each region would set up its own conduit, which could be a regional association, a non-governmental organisation or a new structure. But then, at a national meeting in February, a proposal was tabled by the national IDT interim committee for early childhood educare that a national education trust should be put in place, as well as a national administration project. The trust was to hold the money and the project to administer the funds. This proposal was rejected because there had not been proper consultation. It is still the position that regional structures will get the money to the ground.

Critique of the IDT money

The National Development Forum is critical of the money given by the government. It was given to contribute to what the government terms "development", but the consultation that IDT undertook was to give credibility to the government's initiative. It can be argued that they have gained credibility in terms of money given to the poorest of the poor, but they have also shifted the responsibility for administering the funds to para-statal bodies - who have taken over the government's responsibility to the people of this country.

IDT has also given the government an entry card to raise funds overseas.

In spite of all this, we can't turn the money down - it is taxpayers' money and it belongs to the people.

It's also true that the educare field has given a lot of energy to the process of getting the IDT money, but that money is a drop in the ocean - if we could get the money that the government spends on slush funds, on the military, all that money that went into the Department of Development Aid - then we may be able to begin to address the needs.

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Funding Educare Provision

The greatest challenge facing preschool educare projects in areas of great poverty and deprivation is that of meeting their day-to-day running costs - money for food, salaries and equipment. State provision has traditionally been racially-based and biased in favour of those who already have. Subsidy for those in greatest need is inadequate or non-existent. Sufficient money cannot be raised from fees because parents have very little money. Some donors require projects to have fundraising numbers - and many cannot meet the requirements for this.

For non-governmental organisations working in this field, one way of helping is to raise money to subsidise these running costs, and then to enter into a funding relationship with projects. The problems with this approach are two-fold: projects can find themselves in a dependency relationship with organisations, and there is no way that NGOs can adequately meet all needs since this kind of funding is hard to raise. Only the state has the resources to meet the cost of running educare projects in the areas of greatest need.

In these circumstances, current attempts at alleviating the problem focus on three areas:

- developing projects' own capacity to raise funds (through local fundraising eg cake sales, and through individual applications to donors - (see below)
- applying for and obtaining all funding that is currently available from the state - *see page 55*
- lobbying the present and future government to make this kind of funding a priority - *see page 50.*

BRIDGING FUND CAMPAIGN

Grassroots realised more and more clearly that tying financial support in with professional support severely limited the number of projects we could assist. We simply could not commit funding we did not have and could not get. So we decided that to liberate ourselves to concentrate on professional assistance, we should begin to phase out direct funding for running costs to projects, but campaign even more actively to encourage funders to become directly involved with projects at a grassroots level. A successful example of this kind of funding was money from the German Women's World Day of Prayer which over one year gave R83 000 to 14 projects **they** selected. This and other funding enabled us to assist 32 projects *(see page 64)*

In addition, we felt we had to raise extra money to continue supporting the 12 neediest projects until some of the Independent Development Trust funding came through to them, and they were able to access at least the meagre Cape Provincial Administration welfare subsidy, hopefully by the end of 1991.

In September, we decided to build a campaign around the need of these 12 projects in Khayelitsha, Site B, Langa, Guguletu, Nyanga and Crossroads. We wanted to organise the campaign in such a way that the projects could be as involved as possible, thus giving them hands-on experience in a public fundraising campaign. We held an initial meeting with the 12 projects in which we agreed to highlight the need for financial assistance to the projects through public fundraising events.

The following events were held:

- a jazz evening at Club Fame in Elsies River on November 17, with the projects assisting in selling tickets and advertising the event
- a "calorie-free meal" mailing campaign. This innovative concept centred round

the idea of offering targeted individuals a teabag along with a menu of meals which might be eaten at a restaurant. People were asked to post us the money they would have spent for the meal, and enjoy an evening at home with a cup of tea! Projects assisted with the packaging and mailing of the letters.

- a charity performance of the play "Shirley Valentine" at the Baxter Theatre on December 6, 1991. This was largely supported by friends, supporters and funders of Grassroots. An exhibition featuring the 12 educare projects was on view in the foyer.

This short-term bridging fund campaign - which raised R15 034 (less R10 324 expenditure) towards the R20 000 which was needed - was successful in terms of the direct participation of the people in the educare projects and the raised awareness of the general public. The campaign stressed the necessity of more state funding for struggling educare projects. It was not financially successful because neither the Grassroots community educare developers who organised the campaign, nor the projects, had the experience to sustain the necessary administration, and because we were appealing to an already overstretched public.

STATE FUNDING

OVERVIEW

In apartheid South Africa, the amount of money the government is prepared to spend on educare for a preschool child depends on the colour of that child's skin. Subsidies from state departments are available on a racially-based scale, with the worst-off people getting the least money. The state currently provides a 20c or 61c a day welfare subsidy for black children, compared to a R4.66 a day subsidy for qualifying white children. The subsidy for black children only came into effect in April in 1991 - before that there was nothing. At least 20 projects with which Grassroots works in Cape Town's black townships are currently receiving this funding, and we are working on applications for our urban "B' and "C" category projects.

Education subsidies from the different administrations are also discriminatory. For an educare project with 60 children, the state annually spends

- on white children, R150 000 (for the salaries of two fully qualified teachers and a principal)
- on coloured children, R10 000 (for the salary of one less qualified teacher)
- for black children, R4 000 (a subsidy based on a per capita formula).

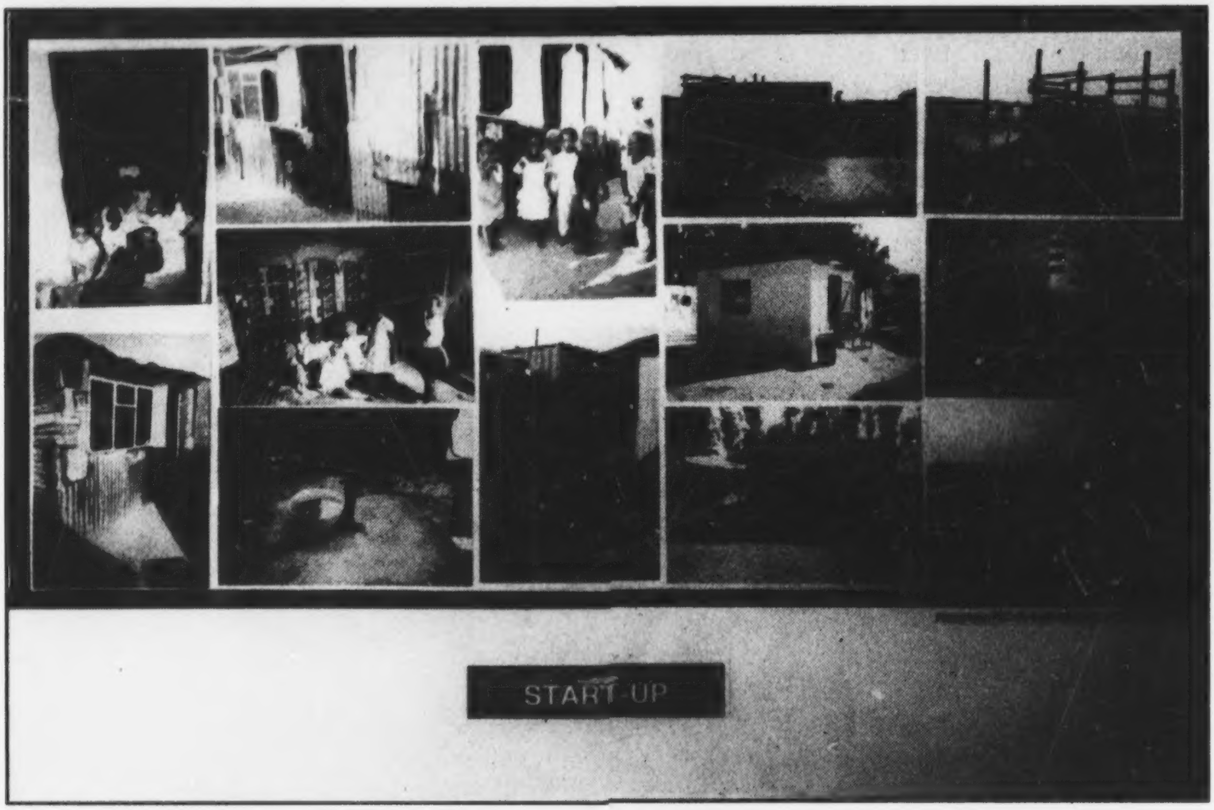
The inequality of subsidies is a matter of urgent concern, and organisations are continuously pressuring the authorities to change this system.

Registration and subsidisation

In order to qualify for these subsidies, projects have to register with a local or state authority - depending on the area they are in and the skin colour of the children in the project. Projects are also legally required to register with their local Department of Health and Welfare.

In the Western Cape, authorities for registration are

- House of Representatives and Delegates education departments and health and welfare departments
- Cape Provincial Administration (CPA)
- Department of Education and Training (DET)



The 'START-UP' category project, illustrated in a photographic poster used in the 'standards' debate.

- Cape Education Department (CED)
- House of Assembly department of health and welfare.

The Regional Services Council and the City Council's health standards are administered by their health inspectors on behalf of the CPA. All these departments have a set of minimum standards with which a project must comply before it is eligible for subsidy. It is these sets of standards which are currently the focus of discussions between the educare field and the various departments.

CPA welfare subsidies for all children came into effect in December 1990 in two forms - 20c per child per day to "upgrade" registered black educare projects with not-so-good facilities, while "better" facilities have been able to claim 61c per child per day since April 1991. But the subsidy is consumed by the pressing need for salaries and food, and not much upgrading can take place.

Problems with standards

The work of health inspectors is governed by laws, by-laws and ordinances (such as By-Laws for regulating Places of Care). For instance a project theoretically is required to have rodent-proof doors for food storage doors and for outside doors! It is often **completely impossible** for projects to meet the requirements, which in many cases are unrealistic and applicable to first world conditions only

- Different departments have different standards
- Long and complicated forms have to be completed in order to register
- Projects are in the catch-22 position of needing funding in order to upgrade so they are eligible for subsidy, and being unable to apply for subsidies precisely because they need upgrading.

Proposals around standards

On the initiative of the Regional Welfare Board, a joint forum including representatives from educare agencies and projects recently organised a workshop on the issue of standards. The 120 participants were asked to look at existing standards and then generate for themselves what they felt to be realistic standards to apply in the categories of

- **start-up** (when a project in the worst of economic circumstances is starting out)
- **basic**
- **"good-enough"** (or middle)
- **ideal.**

Participants considered the contexts in which educare projects operate and the kinds of levels of funding which might be appropriate to help projects develop from one category to another.

A task force was elected from the workshop to collate and disseminate the recommendations of the workshop, organise another workshop to further refine the recommendations and co-opt health inspectors and social workers onto the task force so that the recommendations can be placed before the CPA.

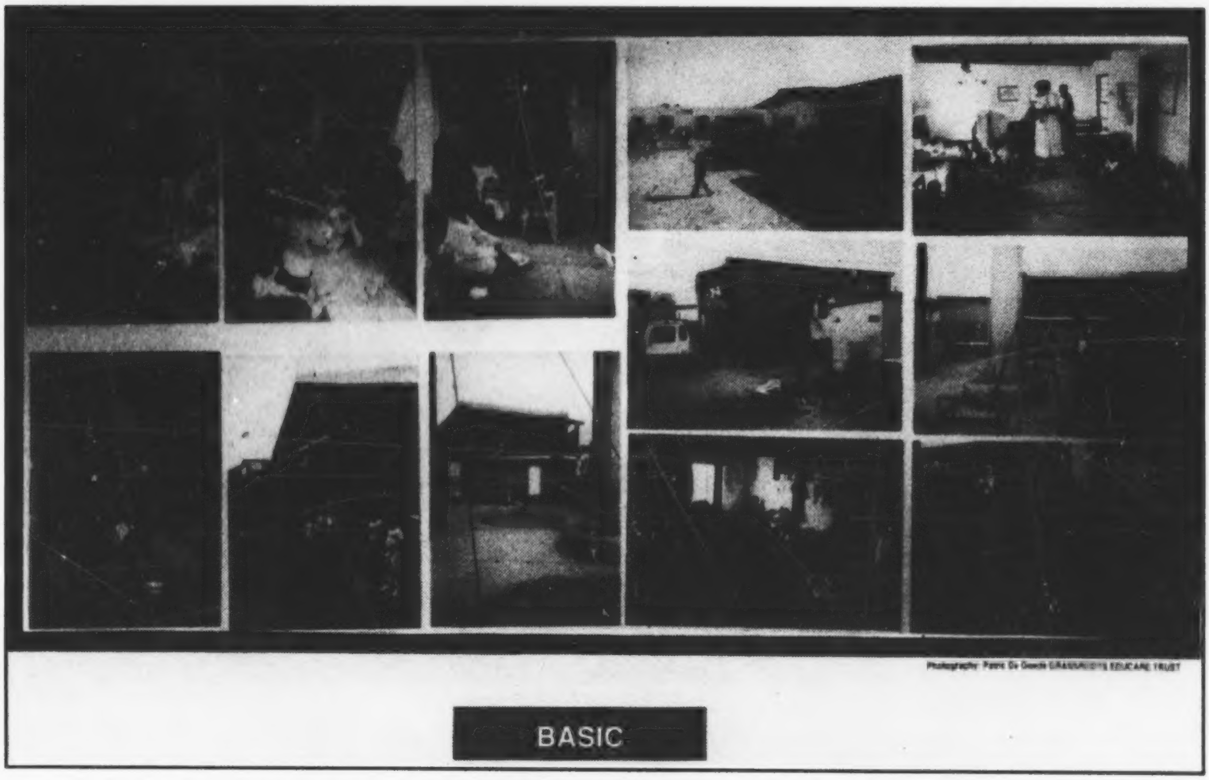
The task force includes representatives of organisations and agencies (Community Chest, ELRU, FCW, Grassroots), educare projects and the Regional Welfare Board.

Food subsidy

Last year's bridging fund campaign *(see page 54)* made us all more acutely aware of the ongoing crisis of running costs for the majority of educare projects in the Western Cape.

We realised that if food costs were covered every month, the fees contributed by parents could be spent on salaries and other running costs, which are so difficult to fundraise from the private sector.

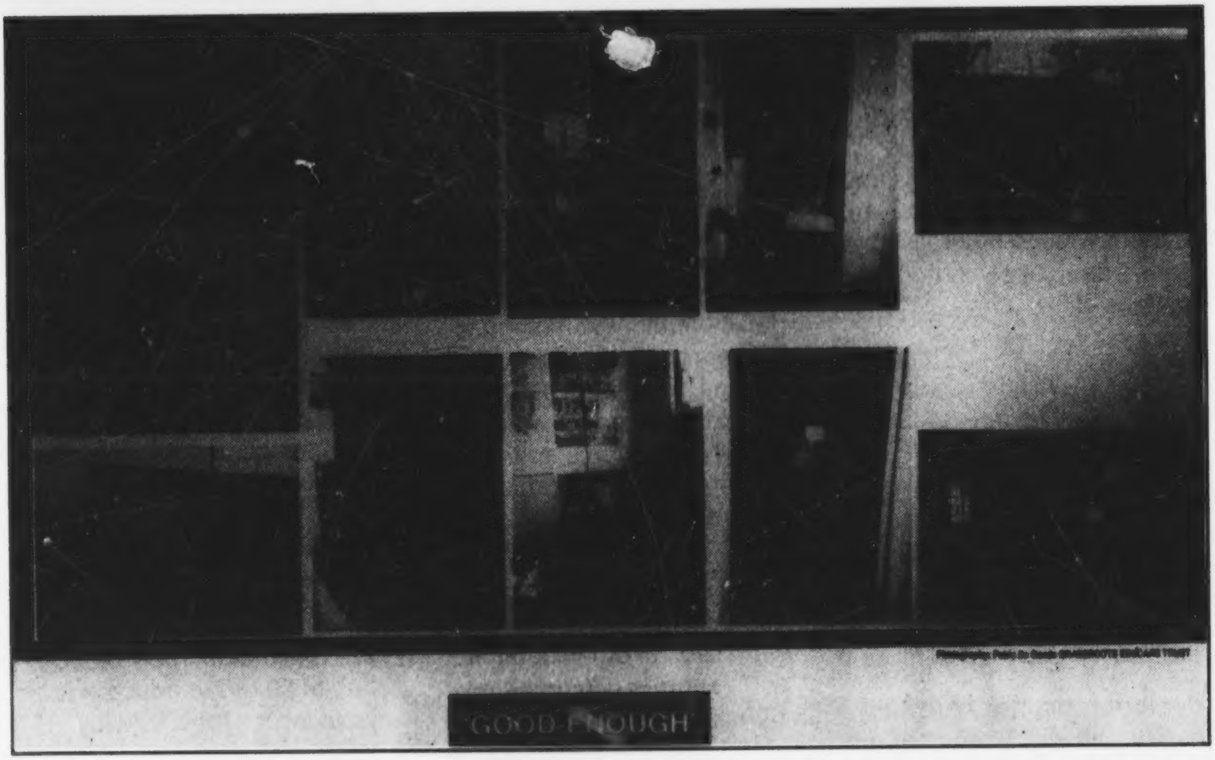
We decided to apply on behalf of 60 urban educare projects for the food subsidy which had become available under the Nutrition Develop-



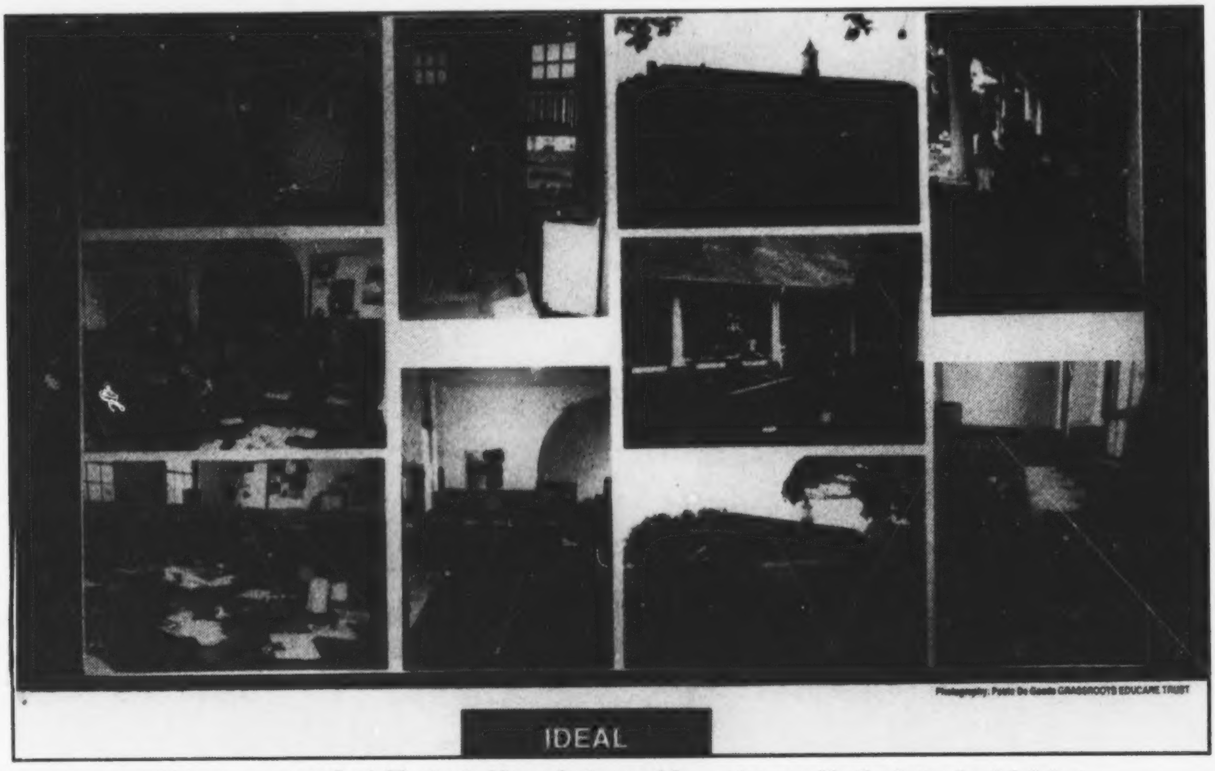
Photographs: [illegible] De Goede GRASSROOTS EDUCARE TRUST

The 'BASIC' category project, illustrated in a photographic poster used in the 'standards' debate.

59 BEST COPY AVAILABLE


GRASSROOTS EDUCARE TRUST
GOOD ENOUGH

The 'GOOD ENOUGH' category project, illustrated in a photographic poster used in the 'standards' debate.


GRASSROOTS EDUCARE TRUST
IDEAL

The 'IDEAL' category project, illustrated in a photographic poster used in the 'standards' debate.

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ment Programme of the Department of National Health and Population Development. We made a joint application on behalf of the projects, and undertook to disburse the funds and account for them to the Department because none of the projects had a fundraising number - which is a departmental requirement - and because each application involved filling in a complex 20-page document.

The debate at Grassroots around the question of access to state funding starts from the point that all eligible projects should have **direct** access to state funding, and that we will continue to exert pressure till this is achieved. In the interim, if projects can only benefit from state funding through a conduit, Grassroots is prepared to take this limited responsibility, while stating that we do not control or direct the funds in any way but only provide a mechanical channel with fully-audited accountability.

We applied for an advance payment (to cover the first six months of the subsidy's operation in the educare projects) from the Department. The subsidy is in place in all 60 projects.

We have worked out a system of disbursements and we are currently running training courses in each area *(see page 37)* around the food subsidy.

The subsidy covers:

- R30 per child per month for food.
- Funding for seeds, fertilisers and garden equipment.
- Funding for one stove and fridge/freezer per project.

Grassroots Internal Services

ADMINISTRATION

Central administration during the year was characterised by the demands of managing our new space and finding effective ways to deal with our organisational restructuring, which inevitably brought about re-organisation of space.

The administration manager, Philip Balie, was in a caretaking role as his primary responsibility was funding development. Our previous report mentioned the possibility of installing a Local Area Network for our 18 desktop computers, but the cost (almost R90 000) for this exercise was found too extravagant - although it still remains a management information option in the long term.

Yusaf Isaacs

Edith Magodla

Carmelita Pastor

Ntobela Sotyoto

Sharon Reynolds

Armien Martin

Sonia Toerien

We have however introduced a computer document management system, code named "A stitch in time". Three staff members (Renee Moodie, Sharon Hostetler and Roz Witbooi) provided on-site training for all computer users in Word Perfect 5.1. This was backed-up by a training manual which assists users to carefully create, document, name and label files for easy access by any other computer-literate staff members.

Furthermore, our central database, used primarily for our mailing list, now has over 10 000 entries. It has also been streamlined to accommodate a multiplicity of organisational needs. Other NGOs have also increasingly requested hard copy from our data-base, and we will have to decide how to charge for this service, which represents a decade of hard work, in future.

We used our own human resources by drawing on the skills of staff members to install and teach the basics of spread sheet and data-base use to members of the finance and admin teams.

The year also saw us acquire a state-of-the-art photocopy printer to cope with the needs and demands of our ever-increasing development and training service. Currently on lease from a major supplier, this machine is now housed in our resources section, which has introduced stricter control systems to manage use of this "new baby". Photocopying and printing remain a major service expense for us.

We plan to

- introduce strong departmental administration;
- develop an administration manual for consistent procedures;
- focus on regular training and development of staff;
- and above all, embark on a major rand-saving campaign to counter the high cost of consumables for which funding is difficult to obtain.

PERSONNEL

The Organisational Development/Evaluation Programme led by the Community Development and Resource Association (CDRA), stands out as one of the salient features of staff development in 1991-92. Thirty-three members of our staff of 55 participated in a workshop which spanned five days in residence at Waterkloof and Bloublommetjies Farms in Wellington during August of last year.

During that week we focused on

- The "prides and sorrows" of our organisation
- Awareness of the organisation's culture
- Setting in place the norms and values by which we wish be guided *(see page 68)*
- Our primary product
- Organisational structure
- How to implement the decisions taken at the workshop.

The follow up work was done over several weeks by the Grassroots staff in consultation with Alan Kaplan and Mzwai Msoki, CDRA facilitators.

Of staff comings, shiftings and goings

Our community educare worker in the Boland, Anwar Shaik left us in October last year to take up a scholarship at Al Azhar University in Egypt. Claire Zoutendijk, community educare developer in Mitchells Plain, resigned to become a full time mother. Linda Magodla left us to become secretary to Dr Mamphele Ramphele at the University of Cape Town and Sharon Reynolds joined the administration team as senior typist in the director's office.

Organisational restructuring also meant a re-division of tasks, with Ursula Evans moving from director's personal assistant to the research and development team and Qanita Hassiem's role focusing more and more on direct assistance to the director.

We were very pleased with the success of our policy of staff development and empowerment when Edith Magodla, previously our general worker, was appointed as receptionist and Isabel Small moved on from receptionist to become administrative assistant to our field services team. We were fortunate to gain the services of Sonia Toerien as general and catering worker.

Other new appointments have been Zurina Sieed as resources assistant, Raymond Schuller as community educare developer for Mitchells Plain. Those who had previously held temporary posts and became permanent members of staff during the year are: Sue Bailie, community educare developer in Nyanga/Crossroads; Elaine

Atkins, librarian in the Resource Centre; Armien Martin, general worker, and Ganief Willenberg, shop assistant in our Salt River Shop.

Volunteers who deserve to be applauded for their consistent and outstanding services to Grassroots and the communities we serve are Ruth Cook and Win Roberts, who help with general library administration, and Sharon Hostetler. Sharon, who is from the USA, joined us in January this year and her health workshops have been phenomenal *(see pages 38 - 39)*. As a result, we plan to appoint a health worker soon so that when Sharon goes back home, health and nutrition will be an integral component of our community educare development programme.

The staff's expressed need for a personnel officer was answered by the appointment of Carmelita Pastor. In a short while, Carmelita has come to grips with the dynamics and culture of the organisation. She has started to review existing Personnel policies and is busy refining the long-awaited staff guide to the organisation's policies and practice. Other personnel practices to which Carmelita will be giving priority are job evaluations, performance appraisals, grievance procedures and the review of our salary scales. This last has already been worked on during the salary increase review in March. However, Carmelita plans to do an in-depth investigation so that we can establish a system which is understood by and acceptable to all concerned.

Grassroots has over the past five years tried to promote recognition of the days of commemoration advocated by the liberation movements by observing Sharpeville Day (March 21), South African Youth Day (June 16) and Biko Day (September 12). We as a staff agreed to do this and to forfeit the three "official" holidays in favour of these days.

We are constantly consulting with other NGOs on personnel policies and practices, and in particular we wish to record our warmest thanks to Eugenie Smith of the Child Welfare Society and Alan Taylor of UWC who have given us much of their time and expertise. Consultation being a two way process, we in turn are also regularly asked for advice on personnel matters by other NGOs. Networking like this should be planned more formally to share more broadly in the field of personnel management and other fields common to all non-governmental organisations.

Staff development

In keeping with our policy of promoting staff development wherever possible, a number of people have attended various courses to improve their knowledge and skills of their jobs.

These courses include the following:

- Facilitating organisational development (CDRA)
- Organisational development (ABEL)
- Various adult education courses
- Computer courses
- Administration skills courses

The CDRA course on organisational development was attended by Jinny Rickards and Mbulelo Notshulwana during 1991, and by Lynette Maart and Mzunani Sonto during 1992. The ABEL course on organisational management was attended by Philip Balie and Gabebah Jassiem during June 1992.

We also encourage staff members to improve their qualifications. A number of people are studying towards a matriculation certificate. One staff member achieved this milestone in 1991 and has enrolled for BA degree. A high percentage of staff members are studying towards tertiary qualifications, which include both undergraduate and post-graduate studies, mainly in the field of the social sciences and law, though we do have one person studying towards a B.Comm.

[redacted]

FUNDRAISING

At Grassroots - a development agency developing the capacity of adults to run educare projects through education, provision and support - 43% of our funding comes from the South African corporate sector and private foundations here and abroad, while 44% comes from foreign governments. The rest is from trade unions, anonymous donors and individuals.

Like many other non-governmental organisations (NGOs), we have been faced during the past year by cutbacks in funding and cashflow difficulties. Despite this we have been able to survive the first steps towards the transformation of South Africa with the support of long-standing donors, our reliable track record in educare service delivery, commitment to people-centred development, sound financial controls, accountability, reporting and our personalised approach.

Funding patterns are changing. The shift in the country evidenced by creating a democratic state through negotiation and pressure from the liberation movement obviously also affects the way in which NGOs are funded and the way in which they operate. The shift is not a proper shift - apartheid was and still is a major industry - the children of violence, the exiles, the people who died are all still with us. But it is no longer enough for an NGO to say we are looking after the victims of apartheid - they have to be more efficient, they must develop effective and sustainable programmes in order to cope with expectations and needs and they must work together. Funders want to know if organisations in similar sectors are in competition or what are the chances of them working together. The aim should be to encourage co-operation and development of sectors.

Funders are also demanding measures of effectiveness, efficiency and economy - the three "E's". Well-established NGOs with track records of participation, democracy and accountability are much more able to cope with this shift.

While it is important for funding agencies to disburse money, it is also important for them to take a keen interest and to be able (or to employ people who are able) to evaluate organisations against all the criteria; they should be able to take part in the debates and issues in development. On the other hand, it is the responsibility of NGOs to develop programmes which are innovative, creative and effective and which above all serve the needs of the people.

Our clientele are the poor and disadvantaged, and they are the most affected by a poor economy. Under these conditions, there is a greater demand for social services, and if NGOs experience funding cutbacks, they can't meet that demand.

Phillip Balie, Grassroots Fundraiser.

We wish to thank our donor community, existing and new donors, for their continued and generous support to strengthen our educare project development programmes. We also wish to urge donors to make educare a high investment priority in order to produce better social and economic rates of return.

Very often the value of early childhood educare is underestimated. In a certain sense, funding is skewed towards higher and tertiary education. There are 6.4 million preschool children in South Africa, and only 500 000 are in some form of provision. We need to be aware of the impact that these children will and can make socially and economically to reconstructing a new South Africa.

FINANCES

Our financial goals for this financial period were:

- to break even
- to allocate pro rata administration and infrastructure expenditure to each programme and
- to procure funding for each programme's expenditure including its apportioned administration and infrastructure costs.

This last goal was successfully achieved in the cases of basic educare training, which is funded by Interfund and the Kelloggs Foundation; home educare which is funded anonymously, and organisational training, which has been funded by the Canadian Embassy. Donations normally regarded as income for administration and infrastructure were allocated to programmes which were underfunded, and where specific donations did not cover the full administration costs.

Financial statements

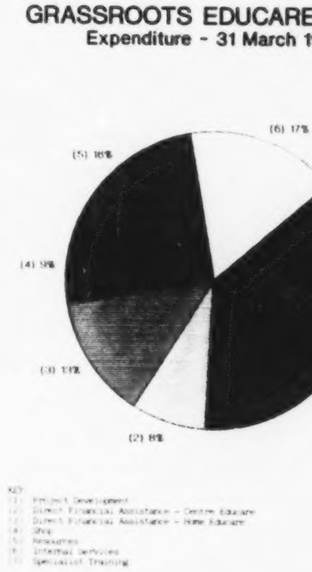
Our combined financial statements reflect the combined financial operation of both Grassroots Educare Trust and Grassroots Adult Education and Training Trust. These are available to anyone interested. The programme schedules are mainly a management and accountability tool. Programme co-ordinators are each responsible for their section's budgets. The schedules also enable donors to identify the programmes they fund and to see how every rand of their donation has been spent. The aggregated income statement shows the overall total of income and expenditure and also that of any one item.

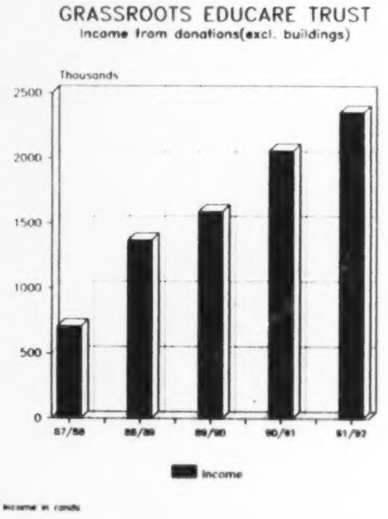
Income

With the prevailing adverse economic climate and the myriad of demands on funders from organisations around the country, fundraising remains a major challenge. However, we are pleased to note that we realised 85% of projected funding. Donated income in this financial period totalled R2 352 798, which is 17% higher than that of the comparative period last year. The bar graph shows income growth over the past five years.

Other sources of income have been

- sales in our Preschool Shop and
- interest on donations received in advance, invested short term.





Finance section: Front (left to right) Miriam du Toit, Monica Petersen. Back:Themba Mgijima, Cavan Davids.

Expenditure

The pie chart (previous page) illustrates each programme's expenditure as a percentage of total expenditure. Expenditure including Shop costs totalled R3 509 309, a 30% rise on the previous year's figure.

Expansion of the organisation is reflected in the huge 108% increase in overhead expenses. Alongside the advantages of occupying our own building, we have had to accept overhead expenses such as electricity, water, insurance and building maintenance.

The figure for salaries of R1 606 476 for 56 staff members includes 10 new appointments and, together with annual increments, resulted in an increase of 33% on last year's figure.

The costs of long distance travelling, a costly element of rural work, make up 60% of the travel reimbursement figure of R174 510. We are continually examining more cost-effective means of service delivery in the outlying areas.

The rise in expenditure of programmes such as resources and basic educare training reflects growth of the programmes, especially training in the rural areas.

The Preschool Shop

Our aim of showing a small profit did not materialise. The 25% growth in sales hardly matched the 57% growth in expenditure. Sales totalling R787 665 for the year were 30% below the projected R1 120 989.

The challenge for the Shop's management team in the new financial year is to develop marketing strategies for promoting awareness of the educational value of toys amongst preschool workers and parents of preschool children. As well as the direct social benefits, this should generate improved turnover.

Centre Educare Development

The financial crisis of almost every project with which we work in the black townships compelled us to continue in the short term subsidizing their operating costs until they could access some IDT and/or state funding. This year we could do so with funds from the Women's World Day of Prayer in Germany, the Gold Fields Foundation, a donation from the estate of our late chairman, Professor Mogamed Ajam and proceeds from the sale of our Handbooks. In addition, our community educare developers, together with 12 educare projects, did a marvellous job of fundraising themselves which generated a nett profit of R4 710.

In this financial year we made grants totalling R221 063 to 32 Centres for equipment (R35 933), building upgrades (R47 816) and operating costs (R137 314).

Subsidies to home educare projects totalled R310 364, 24% higher than the previous financial year. New projects are Eyethu Home Educare, Luthando Home Educare and Nosiseko Home Educare.

Motivated by requests from

the executive committees of the many projects in financial crisis, we have had to reassess the long-outstanding loans advanced to them in previous years. Loans to nine projects amounting to R25 392 have been written off as irrecoverable.

The deficit of R139 951 for this year has resulted in a drop in our general fund account.

We have deferred funds received this year but earmarked for the 1992/1993 financial year.

Current assets consist of

- the total stock holding of the Preschool Shop
- stock of handbooks and Grassworks products
- accounts receivable which include donations received after the financial year end but earmarked and accounted for in the year under review
- funds advanced from operational funds to complete our building project. (This amount will be returned when the Urban Foundation pays us the fourth and final R100 000 of their very generous R400 000 contribution to the building.)

Current liabilities are made up of

- the amount payable to the Shop's suppliers
- VAT payable and
- programme expenditure incurred during the financial year but not yet paid.

Planning

Evaluation of our financial operation has highlighted the need for medium and long term financial planning. Cashflow is a problem with which we are often faced during the year, and therefore the need for a contingency fund must be addressed.

All donors have been listed on *page 66.* We hope the feedback they have received on the programmes they fund has justified the confidence they have shown by their sponsorship. Once again we express our warmest thanks to all of them.

DONORS

We would like to thank the following people and institutions for their generosity to Grassroots during the financial year ending 31 March 1992

The Ackerman Family Educational Trust
Anglo American & De Beers Chairman's Fund Educational Trust
Anonymous
Anonymous (Home Educare)
Argus Jackpot
ARIC
Barlow Rand Education Trust
Beecham South Africa
Board of Executors
British Council
Caltex Oil
Camaham Trust
Canadian Embassy Education Fund
City of Cape Town
Church of the Province of SA
Coates Bros
D G Murray Trust
D M Mullins Family Trust
Dewars of Scotland
David Graaff Foundation
Desmond Leech Bequest
Donald Gordon Foundation
Douglas Jooste Trust
E L Darter Trust
Estate late Mogamed Ajam
Estate late Wolf Michaels
Finnish Embassy
Energos (Mobil Foundation Education Board)
Family of Christ
First National Bank
Foschini
Frauen Arbeit
Gencor Development Trust
Genesis Foundation
Gold Fields Foundation
Good Hope Bank
Graaffs Trust
Hillary & Dorothy Champion Charitable Trust
Kellogg Foundation
Liberty Life Educational Foundation
The Mauerberger Foundation Fund
Mayoress' Christmas and Charity Fund
Molteno Brothers
National Union of Distributive & Allied Workers
National Union of Furniture & Allied Workers
Notz & Stucki
Old Mutual
Otis Elevator Company
Parish of St Thomas
Pick 'n Pay Corporate Services
Premier Group Social Investment Council
Radda Barnen (through Interfund)
Reckitt & Colman
Richmond Anti-Apartheid Group
Royal Netherlands Embassy
Sarah Hilda Fox Trust
Social Change Assistance Trust
Southern Life Foundation
Standard Bank Foundation
The Stella & Paul Loewenstein Charitable & Education Trust
Transport and Omnibus Workers' Union
United Bank
United States Agency for International Development (USAID)
Urban Foundation
Woolworths
Sundry donors

We would also like to thank the following for their donations towards the Grassroots building:

The Mauerberger Foundation Fund
Pepkor
Pick 'n Pay Stores
Rembrandt Group
Urban Foundation
Information Services Management

For its donation which enabled us to complete the Grassroots preschool project building, we would like to thank:

Gold Fields Foundation

We would like to thank the following for donations in kind:

Golden Arrow Bus Services
The Beares Group
Darbel
Joffe Association
Dairy Delite
Elite Supermarket
Adam's Fruiterers

OVERALL INFORMATION SCHEDULE

	Cape Flats	Mitchells Plain	Khayelitsha "Proper"	Khayelitsha Sites & Villages	Langa/ Guguletu KTC	Nyanga/ Crossroads	Boland East	Boland West	Olifants River	Overberg	West Coast	Total
Total no of projects	12	10	7	8	16	14	32	22	15	20	21	177
No children in centres	1139	452	382	677	1071	852	2587	1654	825	987	1355	11981
No children in homes	65	78	276	103	102	36	0	0	0	0	0	660
Total Number of Children	1204	530	658	780	1173	888	2587	1654	8225	987	1355	12641
Buildings used for centres:												
• custom built	5	1			3	3	12	8	6	9	4	51
• churches & church halls	3	1	1		3		11	13	4	5	10	51
• community & civic halls	2	2			1		6		3	3	1	18
• schools	1		1				1		1	1	4	9
• houses	1	5	1		4	2		1		1		15
• prefabs			3	3	4	5						15
• shacks			1	5	1	1						8
• other		1				3	2		1	1	2	10
Educare Homes	10	13	46	18	12	6	0	0	0	0	0	105
Principal teachers	12	10	7	8	16	14	32	22	15	20	21	177
Educare teachers	50	22	9	13	24	26	88	46	37	26	47	388
Home educare visitors	4	2	6	3	2	1	0	0	0	0	0	18
Home educare mothers	10	13	46	18	12	6	0	0	0	0	0	105
Other staff	21	15	7	13	21	16	29	20	18	6	35	201
Total no staff members	97	62	75	55	75	63	149	88	70	52	103	889
Total no exco members[7]	85	70	49	56	112	98	224	154	105	140	120	1213
State funding	12	9	7	3	8	7	11	7	2	9	12	87
Other sources of funding			6	2	8	3	9	1	0	0	2	31
Average fees per month	R80	R80	R30	R15	R20	R20	R25	R25	R10	R20	R20	

[7] In the rural areas, some projects are controlled by management committees with some parent representation, rather than by a community-controlled executive committee. The figures given reflect the number of community-controlled executive committee members and the parent representatives.

Norms and Values

One of the exercises at an organisational development workshop which Grassroots undertook in August 1991 was to work on the norms and values which staff wanted to prevail in the organisation, and which could guide our organisational culture. We publish the resulting document below, in the hope that its contents might be of use to other people and organisations.

Towards a statement of values for Grassroots

PREAMBLE

We need to build a foundation to help us to shape the future we want. We are in search of a shared set of guiding principles which should create enthusiasm for our joint struggle.
We are trying to create

- a base for future organisational and individual development
- a set of beliefs which guides all our actions
- a means to unlock, encourage and challenge our human potential.

All are accountable to these norms and values, because they have been accepted by all.

These norms and values should be constantly revised and updated. They should be built into the new structure, which must have mechanisms to ensure the constant examination of our norms and values.

OUR VALUES

We are committed to preschool educare because we recognise the importance of the first six years of life and the need for educare provision. We are committed to assessing needs and providing a broad-based community development service. This service includes

- providing what projects need in terms of educare
- working for the development of educare regionally and nationally.

We believe in the advancement of human dignity. This means

- actively recognising and valuing the cultural, linguistic (language) and religious diversity of people, and the rich experiences of this diversity
- working actively against all forms of discrimination with particular reference to racism or sexism.

We are committed to democracy, because

- we value collectively agreed upon policies and procedures
- we value a system of collective and individual accountability which applies to everyone. In this system, our leadership are our representatives and as such carry a great responsibility. We all share responsibility for our actions
- we value disciplinary procedures which are collectively decided on and collectively acted on
- we value a system which guarantees freedom of speech, based on a recognition of human equality. This means all information about any given issue should be freely available, and information which has major or-

ganisational impact should be actively disseminated. All are allowed and encouraged to use public forums to debate issues openly and freely. There should be mechanisms to ensure a free flow of information and to stop disinformation

- we value consultation (individuals must take part when decisions that affect them are made)
- we value appropriate decision-making procedures.

We value effective communication, mutual respect and trust, which we work for through

- honesty and sincerity
- sensitive confrontation of issues by trying to resolve problems immediately with the person/s involved
- self-reflection on ourselves as people and as an organisation
- offering criticisms accompanied by suggestions when needed (constructive criticism)
- sharing information
- checking or researching what the facts are before raising issues.

We recognise people as our most valuable resource. We are committed to developing people towards becoming skilled problem-solvers, and creative, independent and critical thinkers.

We commit ourselves to working continuously for

- continuous in-service training and development of staff
- developing progressive and appropriate curricula which empower children and adults.

We value structures and procedures which are

- accountable, appropriate and relevant
- consistent (the same rules always apply to all)
- collectively-determined (ie they are set and accepted by the whole staff)
- reviewed continuously
- accessible and understandable (written down and available).

We are committed to a professional work ethic which means

- mutual respect for the views of others
- commitment and loyalty to the organisation and the people who receive our services
- offering criticisms accompanied by suggestions when needed
- adhering to a collectively-determined code of conduct
- realising and recognising our limitations in terms of what we can offer to the field, and offering alternatives where possible.

We are committed to continuous evaluation and planning of our work because it enhances the quality of the services we offer. This process must be applied to individuals, groups and to the agency as a whole. We recognise that from time to time external facilitation might be necessary.

We are committed to a direct and regular relationship between all at Grassroots and the field. There must be a mechanism for this which is clearly stated and agreed to by all. The importance of this relationship is that it improves the overall quality of our services because we need to have a constant sense of the needs of the field. It also provides a system of checks and balances for our fieldwork.

The values stated in this document always apply to the relationship between Grassroots and the field.

Notes